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 A restless career in local and central government; an agonizing task in deciding which colleges of education to close; an urgent wish to bring education and industry together. Profile by Bert Lodge page 8

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 More than £250,000 may have to be cut from the London Institute of Education's budget. If so, vacancies will be frozen and some courses may close. Break page 52

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Honoured
 Mr Terry Cossey, NAS-IWU general secretary, and Professor WALTER James, lately chairman of the National Council for Voluntary Youth Services, are CBEs. E. M. Wright, lately principal and vice-chancellor, Aberdeen University, is knighted. New Year Honours page 9

The way it was
 Ordinary people are being brought into the mainstream of history as social historians make use of new sources. Reviews by Nagley Hart page 17

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DES may end private school inspections

by Patricia Rowan

Plans to end the inspection of independent schools, and with it the formal seal of "recognition as efficient" are being considered at the Department of Education and Science.

No final decisions have yet been taken on the scheme, which is conceived primarily as an economy measure, but preliminary discussions have taken place with the independent school organizations.

They have reacted with considerable ill-will—"a great tragedy" commented Mr P. J. Walesby, secretary of the Independent Schools Joint Committee. The Independent sector guards jealously the imprimatur that official recognition of standards, backed up by tight and efficient inspection by the Department,

gives them both in this country and abroad. They wonder if the sheep are not seen to be sorted from the goats, how the goats are to be prevented from damaging the reputation of all the others.

Although the independent schools accept that the proposed cut is designed to save time and money for an already overburdened Inspectorate, there is little doubt that when Mrs Shirley Williams, the Education Secretary, comes to decide whether to cut out this clause, it will have political implications. Such a decision could hardly fail to comment itself to socialists.

The story began with an earlier round of cuts in projected public expenditure last year, when a reduction in the size of the Civil Service was called for. Along with other government departments, and well before the arrival of Mrs Wil-

liams, the DES asked all sections to put forward suggestions for savings. The response from the Inspectorate included the possibility that they could save staff by discontinuing the practice of inspecting independent schools. Since only a few DES staff are involved the main saving would be in HMIs, and even then it would only be the equivalent of several salaries since none of them does the work full-time.

The work is, though, time consuming. There are some 2,500 independent schools and only 400 HMIs to cover the maintained sector as well as the private sector. Now they have an important addition to these work loads in the Great Debate and the monitoring of standards and curricula. And, anyway, the inspectors were already years behind in meeting their commitment to initial recognition of private schools and subsequent renewal.

But the DES recognized that the independent schools would need plenty of time to consider their position and decided to sound out opinion informally last September. The response of the Independent Schools Joint Committee was to ask for a meeting for an exchange of views, and this took place at the DES on November 30.

The DES were led by Mr Mark Hodges, the Registrar of Independent Schools, backed by two staff inspectors and a couple of officials. The schools' team was led by Mr John Dorrell, secretary of the IASC and IMA, together with Mr Walesby of the ISJC, Mr J. H. Didd of the Incorporated Association of Preparatory Schools, Mr Patrick Niles, head of Bedales, and Miss Margaret Hamilton, president of the Girls Schools Association.

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Casting the net a little wider

When the Schools Council's governing board meets next Thursday it will formally set up a review of the council's constitution aimed at broadening the representation of non-teaching interests. The review itself will be in the hands of the programme committee, augmented by the TUC, CBI and parents' representatives, plus whoever else it may decide to coopt.

The Schools Council "constitution" is a matter for the council itself to decide: in theory, at least, it is master in its own house. But all its funds come from one public purse or another. Mrs Williams has made it quite clear that she believes there has to be a new set-up. If the council is unable to reform itself, it cannot long survive.

The first issue which will have to be faced is that of the teachers' majority in the council and all its committees (except finance and staffing). This reflected the prevailing ideology in 1963, and in 1968 when the present constitution was adopted. It no longer does so, and the formula now needs to be amended to take account of this.

It is important to step up the representation of industry, both management and the trade unions, and of the professions which collectively absorb large numbers of those who most fully participate in the education

system. Parental participation has somehow to be increased too, if only for symbolic reasons; though logically parents' interests ought to be represented through the electoral machinery of local government, not by nominees of undemocratic bodies purporting to represent all parents directly.

It is easy to see how the numerical balance of interests could be altered to reduce the dominance of the teachers' organizations and open the council unreservedly to other power groups, but it is to be doubted if this will really make much difference. The teachers are going to continue, rightly, to have a leading role to play in curriculum development. As the teachers' unions point out, the retention of the laymen on the council so far is not to be wholly explained by their numbers; they just have not had much of any consequence to say. Or else, like the DES representatives, they were left mute while their colleagues conspired against the council in the pages of the Yellow Book.

To open up the Schools Council to wider influences, it is just as important to overhaul the teachers' representation as it is to bring in more outsiders. How to do this against a background of syndicalist assumptions now current is not at all clear: the unions claim to speak for their members

is fundamental to their existence. But those who thrive in unions because of their willingness to defend professional interests are not necessarily the best people to work on curriculum matters or examination affairs.

There are two separate groupings to which teachers are likely to belong—the unions and the subject associations. The unions, in practice, control the nomination of teachers to the subject committees of the council, and though more recently attempts have been made to take account of the views of the subject associations, it is widely believed that the present method of nomination is unsatisfactory. There is a healthy reluctance to see the choice in the hands of the Inspectorate; there should also be a healthy scepticism about entrusting it, as now, to the unions.

No comment
 Connecting a Flex to a Plug—by Henry Hudson
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Advance and be recognised

What may at first sight appear to be a relatively minor economy proposal from the DES, could have major consequences for the independent schools—a section of the education world which, while still holding its own against the tide of the state schools, has very recently been a victim of a major cut in its income.

The stop inspecting independent schools, except for the limited purposes of initial registration (page 1), would be an important break with a long tradition. In particular, the independent schools have valued the designation of "recognised as efficient" which has served the better schools among them as a seal of approval and, they argue, benefited parents, pupils and staff alike.

Mrs Williams, herself, valued the idea of inspection for the independent schools enough during her last sojourn at the DES, to advocate a more radical than less of it. Had she had her way, the independent schools would have been required to satisfy the standards demanded by recognition if they wished to stay in business.

The proposal to end the present arrangements, which has now leaked out, was one of a number of savings included in the last cuts but one, nearly a year ago, before the Prime Minister made his blinding discovery that educational standards are important, and the DES responded by advocating a higher profile for the HMI's. In present circumstances it would be surprising to expect to cut down on spending on the inspectorate and the supporting services. But even if this cut itself is made elsewhere, and the

inspectorate is kept up to strength, it might well be argued that increased demands in the matter of curriculum and exams could only be met by withdrawing a service now provided for a group of schools which, taken together, have much less than their share of difficulties.

Mrs Williams has already sought to vindicate her radicalism by being gratuitously rude about independent education: to stop inspecting schools and to put the onus on these schools to police their own sector, might seem politically, as well as administratively, attractive.

The independent schools will have to take seriously the question of setting up their own accreditation scheme because the present arrangements have already begun to break down. HMI's seldom re-inspect schools once recognised, and they are behind with their programme of first inspections. Simply to go on as at present would be un satisfactory because the seal of approval is not being backed up by any regular monitoring system.

But if there is to be a new action with much more of the onus resting with the independent school organizations, there should certainly be a strong continuing connection with the DES side the inspectorate. Dr Harry Jud recently warned of the growing divide between the independent and the state sector—a divide which will separate curriculum no less than organization if there is not a co-ordinating attempt to maintain existing links. This is not a good time in which to expect a trivial economy cut out the independent schools. They would not be the only people to suffer.

Masters militant

Ten years ago, when Mr Crosland was Secretary of State, he criticized the teachers' organizations for not helping to create public demand for more educational spending. "If you ask us for more money you say your part, but you give me a stronger hand to play."

The issue now is not getting more money. It is avoiding having more that which education has taken from it. But the importance to the Secretary of State of firm-mindedness from the teachers' organizations remains the same.

It cannot, therefore, be altogether unwelcome to Mrs Williams that even within the usually placid ranks of the Joint four there are militant stirrings. The Assistant Masters Association conference held over the Christmas holidays was marked by an unusual degree of anger—an anger, evoked particularly by the retiring chairman, Mr Leonard Pile. Pierce phrases threatening doom and gloom—"a sabre rattling", "sticking point", "duty", "standards"—flew about. The message was clear: much the pupil-teacher ratio and local authorities could well find themselves with all the teachers' organizations ranged against them next proposed to take industrial action.

It is no idle threat from the AMA. It is not unaccommodated to militant action but it struck in the 1920s against local authorities refusing to

Techniques of assessment

Such is the acute sensitivity inside the DES on all matters concerned with the Assessment of Performance Unit that Mr Brian Kay, its HMI in charge since its formation, spent some time in his speech at the NAS/UWT in Birmingham last week reacting to a piece by Bob Doe which appeared in the TES of the beginning of December. The article, brought out the extent to which the APU will develop new means of assessment to augment those hitherto used in so-called objective testing. Mr Kay, while making it clear that a variety of techniques will be used, seemed

anxious to put the emphasis back on more conventional forms of testing.

All the same Mr Kay stresses the degree of refinement which is being sought. The APU has chosen to go for a highly sophisticated approach, and this means being willing to look at aspects of school work which cannot be measured by conventional tests. This being so, the Department ought to conquer its extreme sensitivity and the APU for its part should be less ambitious about its readiness to devise new measures. Whether such refinements in work the candle is, of course, another matter.

Hands off the marrows

There must be (or at any rate, there ought to be) a Chinese proverb to the effect that a man whose back garden resembles a patch of waste ground should not criticise his neighbour's vegetable marrows. He is reminded of this little known aphorism by a recent book by P. J. C. Perry with the forbidding title of *The Evolution of British Manpower Policy*. It provides a blow by blow, document by document, account of the struggle to put industrial training on a business-like footing, which has been one of the long running serial series of modern Britain since the end of the Second World War. Peter Perry, Director of the British Association for Commercial and Industrial Education since 1959 and before that on the staff of the Federation of British Industries, has been so well placed as anyone to observe the appalling havoc which the captains of industry, the trade unions and the old Ministry of Labour masterminded. Anyone in education who is at all doubtful about his vegetable marrows should read this and be reminded that what the herd generating rears of the wealth generating sector have been saying by their actions since the war, is "De ad ista, net as I do."



Industry has criticized schools for not producing the goods but its own record on training leaves much to be desired, writes STUART MACLURE

Reading Perry's account, it all comes back: those heady days in the early 1950s when industry was recovering from the war and groups of managers and trade unionists met to discuss the "productivity toms", coming back with coloured slides to illustrate talks on how to change labour management and union practice here. Nobody bethelred in those days to argue if expenditure on education was excessive (not that consumption) but what was obvious then, as now, was that training for skill was relevant to productivity, and productivity held one of the elusive keys to economic growth.

It all belled up in the later 1950s: everyone except those with their hands on the levers of power knew there had to be major reform. Traditional apprenticeship was too restrictive and too protracted. Large numbers of young workers, especially girls, were entirely unskilled (and they still are) on release to county colleges was still the aim, but nobody knew how industrial training would link up with this continued education, and anyway, in due course the Crowther committee came crashing the leaving age to the next priority thereby incidentally burying the county college idea.

Above all, it was clear that ensuring a steady flow of trained manpower depended on insulating training from short-term commercial pressures and the vicissitudes of the business cycle under the aegis of a central body. The early victim in times of recession and produced recurring shortages of skilled workers (which the craft unions happily connived at) when the next boom came along. Firms with impressive training records

like Associated Electrical Industries and English Electric complained that less public spirited companies relied on poaching skilled workers from those who had trained them. What was needed was a structure which trained general skills on a wide scale as well as the techniques of particular jobs in particular factories. It was management's job to ensure that their own private status quo, as if by magic, was not disturbed. Industrial skills were not, like education, a matter of legitimate concern for the whole nation.

The response from industry and government was hesitant and indecisive. There was the ill-fated Carr report in 1958, Robert Carr (now Lord Carr) was a reluctant secretary of the Ministry of Labour. He chaired a committee which stoutly maintained the traditional view of training was a purely domestic industrial responsibility in which no one should interfere. But the very existence of his recommendations and the efforts of the Industrial Training Council, with a good natured but ineffective trade union leader in charge, disproved his feeble optimism and made it only a matter of time before something else had to be tried.

By 1961, in the last of the famous 13 wretched years, the lamplight of the Carr approach was relinquished, and the mighty Tories passed an Industrial Training Act which, at last, introduced a stick-and-carrot approach to penalise those firms

which failed to provide adequate training and recompense those who did. The Industrial Training Board and consultant services expanded. The levy aroused controversy—Engineering Board's 2.5 per cent did a lot to mobilise opinion and a different kind of controversy surrounded the Central Training Council, the alternative body looked on to oversee training judiciously.

It only took another election to throw the whole lot into the melting pot again. Conservatives had been got up by the key-raw system, which was regarded by many youth and training specialists as the most practicable and constructive of all the programmes so far devised to give unemployed school leavers a better chance to equip themselves for the labour market.

It is considered by some, including senior members of the Manpower Services Commission, to be a most important part of any long term national youth employment and training policy. The aim is to give school leavers six months' experience of work in factory, office, or shop, under close supervision. They are paid not by the employer, but by the TSA, on a flat scale of £16 a week.

Employers give no commitment to provide jobs for those they accept, although they are obviously free to do so. The scheme is intended to provide experience in both office and shop. A senior official of the TSA said: "It is not necessarily a question of manufacturing employers being less willing to cooperate. Many of them are having difficulty in getting union agreement at plant level, despite the TUC's backing for the principle, and in some cases they are up against factory safety rules."

A major publicity campaign, with presentations to industrialists and selective advertising in various parts of the country, is to be started by the TSA this month in an attempt to attract employers' interest.

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The ISJC representatives made five main points in favour of continued inspection and recognition. They were: 1. A stimulus to good schools to be better, and to achieve and maintain standards; 2. A guarantee to teachers joining the staff that it would be a good school; 3. The vast experience of inspectors was useful to schools as well as to the DES; 4. A protection to parents and children; 5. It was also one of the features of the United Nations covenant of human rights that independent schools should be permitted and that government should satisfy themselves that such schools met the standards laid down.

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Apart from emphasizing their main point that the measure was designed to deal with problems of finance and manpower the DES position was that their obligations under the 1944 Education Act and the UN Charter would still be met by their initial registration of independent schools since there was no question of abandoning this statutory requirement.

Although the DES is technically correct, and the 1944 Education Act simply lays down minimum standards, the inspection which follows preliminary registration is a fairly negative operation which does little more than check on staffing and safety standards.

"It is nothing like as thorough as inspection for recognition," says Mr Dodd. "All that it means is that if a school is not fit to be closed down."

Recognition is in fact a non-statutory practice which has grown up since the 1930s as a mark of special esteem for the independent sector in which the selected entries are able to make use of the fact if they like.

If the Government decides that it can no longer afford to provide this service, it would be open to

Work experience places cut to 20,000 Industry snubs job scheme for leavers

By Mark Jackson

The work experience scheme, the most promising of the youth employment measures, is failing to get the support from industry which the Government expected. Provisional places for 34,000 youngsters have been cut to 20,000.

The scheme, which was started by the Training Services Agency last September with a £19m budget, has been regarded by many youth and training specialists as the most practicable and constructive of all the programmes so far devised to give unemployed school leavers a better chance to equip themselves for the labour market.

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DES to end checks on private schools?

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15 will pave path to work

A National Consultative Group for Training and Further Education has been set up jointly by the Manpower Services Commission and the Department of Education and Science to bridge the gap between the education service and industry.

The 15 members of the group will draw almost equally from education and training movements with a chairman, Mr Ray Holmore, who has a foot in both camps. As well as being principal of St Albans College of Further Education, Mr Holmore is a member of the MSC board.

The group will provide a forum in which the two sides can discuss activities and plans and their implications. It will open the way towards a coordinated planning of the broad framework of courses. Formation of the joint group is being greeted with relief by leading figures in the youth movement and

in both education and training. They have been concerned during the past two or three years by what they have seen as a chaotic growth of overlapping courses and programmes. In the absence of machinery for consultation and planning, there has been a noticeable confusion of management agencies, while the rapidly extended training activities have involved them increasingly in further education.

Some DES officials felt that the commission's Training Services Agency was ignoring the Department's expertise and running what was virtually its own specialized education service under the name of training. And many professional industrial trainers have agreed with the educationists that the distinction between further education and its broader forms of training is largely artificial.

Mr Dick Bolam, NUT acting officer, said on Wednesday that the group would meet on the 15th of Stockport's 123 primary schools and he understood Stockport NUT was anxious to add more. Of the 21 secondary schools he thought 17 were affected.

Figures published last month by the Department of Education and Science showed that with a primary pupil-teacher ratio of 1:27 Stockport's position in the authorities' league table on staffing was 103 out of 104 authorities.

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Official recognition remains essential for membership of IAPS, as for the Independent Schools Information Service, and is regarded as a useful entrance exam for their association with its 450 members and for the girls' prep schools associated.

It is felt that public schools do not need it to the same extent, since there are fewer to inquire about and they can rest upon reputations acquired by other means.

The independent school organizations remain deeply worried about the long-term effect of such a change. "Recognition is an elementary but extremely important safeguard which demands certain standards of teachers and requires a school to prove it is doing a good job," said Mr Donald Lindsay, director of ISIS.

"One can only hope that it is the less reputable schools which go to the wall if the financial squeeze gets worse," said Mr Dodd.

An announcement is expected for a month or two, and the ISJC will probably wait until its next meeting at the end of February before deciding whether to ask for another discussion at the DES or to make more official representations.

It will be a very difficult and complicated decision for Mrs Williams, and particularly hard to square with her concern to drive the definition of effective independent schools more tightly.

When she was last at the DES in 1968, Mrs Williams was keen to extend recognition, and would have liked all independent schools to be required to reach that standard. But it was an expensive idea, needing more inspectors and was finally dropped by Mrs Thatcher when she took over as Education Secretary.

Although the saving from such a radical step is a sensitive area in which cuts have to be decided.

The independent schools may, for example, have to be balanced against the Victoria and Albert Museum, where the projected savings would mean the end of the regional service and have already caused considerable public outcry.

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Letters to the Editor

Time to stop 'The Great Con'

Sir—Rarely, if ever, have I agreed with so much of a TES editorial as I have with your front page sleazebags (TES, December 31) at the bizarre charade shortly to be staged by the DES mandarins at the vicinal centres, London and Welwyn.

Four very big questions will be open for debate: the curriculum, monitoring and assessment, teacher training, school and work. Within a time span of about five hours, each of these will receive attention for at most one and a quarter hours. Attending the show, not as spectators but hopefully as participants, broad groups of parents, teachers, regional dignitaries (whoever they may be—well, so-called) and handpicked DES nominees.

Since none of these groups (probably none even the last one) are some who are unlikely to include at least one else to speak for them (the teachers' unions are not the only case in point—consider the I.C.S.S. for political complexes) and some will certainly want to speak on all of

the four issues, my estimate made at the time the proposal was first mooted still stands at a couple of minutes or so per speaker.

Even if some of the participants exercise voluntary abstinence, and others are compelled to abstain, the contributions on such weighty subjects as the curriculum, or on such topics bristling with technical problems as assessment, are hardly likely to be profound, or even useful, or interesting. What then is the point of the exercise? What becomes of the great debate with public participation?

It is difficult to believe that the DES is unaware of all this. Some of its officials are known, in evidence available, to have passed the 11-plus, or at least the common entrance, or even harder exams requiring rigorous academic discipline. They must have done their homework. Indeed, if charity does not allow us to assume that it is all a gigantic hoax perpetrated at public expense on a gullible public—the DES Christmas cracker as it were—there must be some other explanation for the whole macabre enterprise.

You put your finger on it when you say that it diverts public

"attention from relevant organizations (where the assistance is volunteered) to arms and ammunition where the expenditure are more likely to be the more than the government". But this is more in line than that.

The DES has suffered more than its government department except Treasury (everybody's target) its methods of operation. Detailed blows have been delivered by the OEDC and by the Select Committee. Surely now is the time for a shrewd counter attack, and better than a major diversion operation?

The Secretary of State's office will more good will than any other Education Minister I can remember. I am sure that the steps and the engaged in serious discussion, public spectacles? If we have to do without the bread, please use the circus's too.

MAX MORRIS, Past President, National Union of Teachers

More letters, pages 12, 13

Language teachers

HMI calls for central council to replace 'riot' in curriculum planning

by Bob Doe

Overall planning of what is taught in schools should be in the hands of a central council for curriculum and examinations, according to a senior member of Her Majesty's Inspectorate.

Mr. Mervyn Wigram, staff inspector for modern languages, told the Joint Council of Language Associations annual conference in London last week that the council should replace the present arrangement of "freedom cum riot".

The Secretary of State for Education and Science should issue to local education authorities "guidelines for the curriculum" drawn up by it. The DES, L.e.a.s., teachers, parents and employers should be represented on the council.

These, he said, were his own ideas and not the policy of the Inspectorate or the DES. "The invitation to participate in the national debate extends to H.M.I.s as much as to anyone else, and this is a small personal contribution—nothing more."

Two events in the past year had made a national plan for modern languages no longer just a remote possibility. Publication of the Lydale report had made it clear that parents and society itself were entitled to a say on what went on in schools. The Prime Minister's Ruskin College speech had pointed to the need for agreement on the ingredients of a sound education and to the importance of the nation's overall requirements.

Why exchanges are unpopular

Although Britain has agreed with other European countries to sponsor up to a thousand foreign language specialists on teaching exchanges in France, Germany, and Austria, fewer than 100 actually went abroad last year.

Mr. J. P. Carpenter, assistant director of the Centre Bureau for Educational Visits and Exchanges, said at the JCLA conference that disincentives included financial, family and school commitments, and the unwillingness of head teachers to release their staff.

Teachers were often reluctant to

English education that it is unlikely to be acceptable in the foreseeable future.

Leaving it to schools would not solve the problem. It was asking too much to expect school governors to take such decisions. "I can see no other practical possibility than to assign this responsibility fairly and squarely to the L.e.a.s." But it was up to the Secretary of State to provide the L.e.a.s. with positive and effective leadership in the field of curriculum and examination.

The Minister, in turn, should be advised on this by a council for curriculum and examinations which would provide guidelines for action in those broad strands of curriculum policy where coordination between schools was of prime importance. "Each L.e.a. would be requested—not ordered—to implement them as far as it was able, and where unable to do so to explain its reasons." The L.e.a. would provide schools with guidelines on the same basis.

"The freedom of schools to arrange their programmes within the framework of overall policy would remain intact. What is an engaging is simply the substitution of disciplined freedom in place of what we have in this country today which I am inclined to describe as freedom cum riot."

Central planning for modern languages should concern itself with questions such as how many pupils should learn foreign languages, teacher supply and the length and content of courses. A new system of examining languages, similar to the graded tests in music, "a graded system of testing based on more closely specified degrees of linguistic performance from below a C level to offer A level" had been suggested. "This is exactly something that deserves high priority."

abandon their pastoral commitments, and some heads refused exchanges because they felt a foreign teacher was not an adequate substitute.

"Heads are missing the tremendous opportunity of bringing into schools a trained and experienced teacher who could provide an insight into the culture of a country which the untrained language assistant or English-born language teacher cannot do," he said. This was valuable not only in language studies but in humanities and social studies as well.

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I do not detect any reference to honesty there—although I do see the alliterations of the nonsense proposition that in an ideal world politics should be kept out of education.

Much more seriously, the tutor himself suggested, by implication, that political debate about education is something occasionally or occasionally dishonest. No evidence was quoted in justification of this suggestion. Perhaps that was merely from fear of corrupting the young or manifesting bias, by saying which politicians had been dishonest, and when.

But surely it is just as dangerous, in an academic context, to sow in the minds of the young the notion that their democratically elected representatives are sometimes when they discuss education, not silly or misinformed or just plain wrong, but dishonest. And more danger-

North of England

Colleges urged to throw off dull image

A prescription to improve the health of the teacher training system was handed out by Dr William Taylor, director of London University Institute of Education, to the North of England Education Conference this week.

He told the conference at Madeley College of Education, Staffordshire, that colleges of education had never thrown off the images associated with their origins. These images—of isolation, intellectual inadequacy and professional irrelevance, disjunction between theory and practice—were unfair. But the colleges had never generated enough information to correct them.

The important questions now facing colleges were about what kinds of skills and knowledge future teachers would need. "To put it bluntly, the art and science of teacher education have not advanced as rapidly as they should have done. Something needs to be done about it."

"The reasons for such lack of advance are not far to seek. A doubling and re-doubling of numbers in the colleges in the 1960s, followed by an equally rapid and demoralizing reduction in the numbers, have not been conducive of thoughtful reflection about the business in hand.

ASE Science still up to scratch

The president of the Association of Science Education this week challenged the assumption that fewer young people are studying science.

Professor Jack Kerr, of Leicester University's school of education, said an article in the association's bulletin on the GCE and CSE entries for 1968-75 showed a definite swing towards science, not away from it, as the Prime Minister had suggested.

"The separate sciences all show a steady increase over the past decade," he said, "while the entries for combined science examinations have declined."

On standards he said that crude monitoring attempts by the Schools Council and the examination boards did not suggest they were falling. Professor Kerr proposed setting up a review committee to keep science teachers regularly informed on all aspects of science education. He said that members of ASE would be able to keep control over their subject only by being aware of the time and content of science teaching, and by accepting some responsibility for its consequences.

"Concern is being expressed in many quarters about the erosion of our share of responsibility for control of what goes on in schools."

Colleges urged to throw off dull image

"The development of professional self-consciousness among teacher educators has not been helped by such policy swings, or by the fact that many commentators appear to believe that to be an effective teacher of teachers requires no specialized skills and kinds of knowledge, that anyone fresh from the classroom (the fresher the better) can do it without any form of specific preparation."

Although teachers had been helped by the Schools Council and other bodies, teacher trainers had never had such assistance. "Teacher educators do not at present have kinds of support specific to their needs and to the improvement of the quality of teacher education, which is now being demanded."

Vision of violence and vandalism

A startling vision of Britain as a police state with identity cards, registration of movement, dawn searches and a loss of civil liberties was presented to the conference by Mr Gordon Retray Taylor, author of best-selling books such as *The Biological Time Bomb* and *The Doomsday Book*.

Mr Taylor told the conference that his scenario for the future involved a rise in violence, vandalism and terrorism.

Colleges urged to throw off dull image

Dr Taylor's answer was to set up a group of centres for teacher education in art, sciences and politics throughout the country.

These would give colleges access in banks and specimens to cutting materials, the chance to discuss their work with colleagues from other institutions, and an opportunity to evaluate their own work and traditions.

Vision of violence and vandalism

Universities should give a lead in establishing the centres, in many cases they have the special education libraries and other sources essential to their success.

Teachers should deal less with kings and battles and do more with the social and economic conditions which surround the family life.

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NUS Plight of FE—the unwanted child—may get worse

Further education is the unwanted child of the education system, said Mr Charles Clarke, president of the National Union of Students, this week. And its plight could worsen this year.

He told a further education conference organized by the NUS at York University that in the present economic situation many local authorities would cut the 16 to 19 age group and the further education colleges lowest on their list of priorities.

The Prime Minister had initiated the "great debate" on education by arguing that the purpose of providing education was to help industry in both the public and private sectors.

"That," said Mr Clarke, "has not been the trend of the argument on further education level for some time. The Technicians Education Council and the Business Education Council were established with the purpose of streamlining further education in this country and to see that courses up prepared with industry in mind."

But the representatives of private industry and organizations dominant in these bodies, "The NUS believes that the purpose of the further education struc-

NUS Plight of FE—the unwanted child—may get worse

ture is to fulfil the needs of employers, not just the training area for private industry."

The union did not want education to be the handmaiden of industry. If that were allowed, Mr Clarke would be going back on what he said earlier.

Further education would have to play a bigger part in the NUS's White Paper (Command 6393). In fact it goes further than that. The White Paper, far from recognizing that cost increases between November 1975 and November 1976 turned out to be "significantly

more" than anticipated when the cash limits were drawn up in November 1975, says that the Government is firmly committed to these cash limits.

In view of the pressing need for economy in public sector expenditure and borrowing, the Government has decided not to change the cash limit on grants paid under the Education Act 1976-77. To the extent that authorities are not successful in reducing their expenditure in 1976-77, they will need to meet the additional sums incurred from balances.

The circular estimates that local authority over-spending is now running at about £190m, compared with £270m anticipated in July, 1976. "The required reduction in current expenditure from the levels now estimated to be the limit for 1976-77 will therefore be of the order of 1.6 per cent," it says.

The Government is confident that, even with the rate support grant reduced from 65.5 per cent to 61 per cent, next year's rates should not increase by more than an average of 15 per cent.

The circular also estimates that the expenditure cuts will mean between 20,000 and 30,000 fewer local government jobs in 1977-78, although it does not say how many of these might be teachers. The Government claims that such a reduction would be within the rate of natural wastage for local authorities generally and they have been told to start looking for opportunities of cutting manpower inaudibly.

Authorities are asked to review their present arrangements with independent and direct grant schools, and to place children in their own maintained schools whenever space is available. Nowhere in the circular does the Government refer to its determination to limit local authority spending next year, or to move away from the plans laid down in last February's White Paper (Command 6393). In fact it goes further than that. The White Paper, far from recognizing that cost increases between November 1975 and November 1976 turned out to be "significantly

More pressure on l.e.a.s to limit spending on private school places

by Mark Vaughan

The Government is increasing its pressure on local authorities to cut down the amount of money they spend on direct grant and independent schools.

In a joint circular explaining the implications of the rate support grant settlement for 1977-78, the Government refers to "an unexpectedly steep rise" of 21 per cent in l.e.a. spending on this item in 1976-77. As a result, the Government wants l.e.a.s to examine carefully possible savings in this area.

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	Local Authority Current Expenditure £ million at November 1976 prices England and Wales		Change between 1976-77 and 1977-78	Latest estimate and 1977-78 (RS)
	1976-77	1977-78		
Education:				
Schools:				
Further Education:	3,670.6	+ 1.2	3,707.4	+ 1.0
Further Education:	921.5	+ 1.6	873.4	- 5.2
School Meals and Milk:	330.8	- 7.1	323.8	- 4.0
Schools:	461.5	- 0.5	388.6	- 15.8
Total Education:	5,384.4	+ 0.9	5,203.2	- 1.5
Libraries, Museums, Art Galleries:	174.0	+ 1.6	181.2	+ 0.7
Total:	5,558.4	+ 0.8	5,484.4	- 1.5
Total expenditure on all services:	10,010.6	+ 2.0	9,855.4	- 1.6

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Tameside moves to parent power

A scheme to give ordinary people, including parents, control on the governing bodies of schools was proposed by the Conservative-controlled council in Tameside this week.

The chairman of the education committee, Mr Donald Tharpe, said that the purpose of giving parent governors a majority over elected governors was to take pupils out of the schools. The council would arrange lectures so that they understood the education system, their election would be left to parent-teacher associations, who could also elect any member of the community. Parent governors would not automatically have to resign when their children left school.

The idea is to be considered by the education committee next week and by the full council in February. At the moment the council elects nine out of 15 school governors from its own ranks. Mr Tharpe said that governing bodies would still have to get council approval to discuss matters such as taking on more teachers.

Redundancy scare returns in Richmond

Some teachers and lecturers employed by the London borough of Richmond upon Thames could be made redundant during 1977.

A surplus of teachers is expected at the end of the summer term, when Galsborough, Richmond, and Barnes comprehensive schools are to be replaced by one school at East Shaen. Thames Valley Secondary College, Twickenham, Slens College, East Sheen, and Twickenham College of Technology are to be replaced with one tertiary college in the buildings of the technical college.

When the reorganization was first suggested, teachers and lecturers were assured their jobs and salaries would be protected. But the council has now decided that financial restrictions mean that redundancies among the council's staff, including teachers, are possible.

In neighbouring Surrey the council is hoping to cut its budget largely without compulsory redundancies of staff.

The number of school teachers has already dropped by the equivalent of 341 full timers—or 4 per cent of the teaching force—since August, 1976. This was achieved by employing fewer part-time teachers, reducing the amount of teaching done by part timers, and by leaving vacancies unfilled. There was a similar fall in the number of lecturers employed in further and adult education.

On the beach

More than 200 Norfolk school-children have spent the Christmas holidays collecting seabirds, fouled by oil, from the beaches. Attempts to clean the birds, mostly gullenots which only lay one egg, have, however, not been very successful. The survival rate has been only about one in a hundred. North Sea workers, illegally discharging, are blamed for the oil.

How not to measure value of education

There should be "no hasty decision" to bring in tests to estimate value of education, say the College of Preceptors. They are not a satisfactory measure of the value of education.

In its contribution to the Great Debate on education, the college council has told Mrs Shirley Williams that "development of character" which cannot be measured by tests or examinations, is more important.

"The council therefore urges that there should be no hasty decision to institute tests contrived and administered by the department. It would prefer that your department should consider publishing an up-to-date version of the former Handbook of Suggestions for Teachers, in the composition of which H. M. Inspectorate should consult teachers, who will thereby be encouraged to rebalance their efforts to ensure that all children receive a basic and worthwhile education."

The council believes that standardized tests of the level of attainment in the main subjects should be available to teachers. L.e.a.s, universities and colleges should continue to help individual schools with in-service training of teachers. "The council recognises that in present circumstances it would be difficult for any Government to implement a large programme for the periodical release of large numbers of teachers. It is doubtful, however, about such in-service training being conducted solely within the school and using only the school's resources."

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Times index

From January 1, The Times Index will be published in two versions: monthly, published to come out promptly, and annually, hardbound, to come out after the end of the year.



It was elephant time at Bethnal Green Museum, East London, last week when children helped to make puppets.

Confidence in psychologists 'shaken by Burt scandal'

Educational psychologists fear that teachers' confidence in them has been shaken by the Burt scandal. They believe that the wide publicity given to allegations that the late Sir Cyril Burt faked much of his data has cast a cloud over the whole profession.

Mrs Jan Currie, secretary of the Association of Educational Psychologists, admits in the association's journal that "the possible implication of reflection upon the integrity of the entire profession is inescapable, albeit unaverted."

Her statement, which was decided on by a meeting of the association's executive, says that Sir Cyril, who has been described as "the father of British educational psychology," retired in 1950. Professional thinking has changed a good deal since then.

The date now under attack has been used for nearly half a century by those who argue that intelligence is largely fixed by heredity and the allegations that it was faked have been welcomed triumphantly by their opponents, who believe that

it can be used to justify social and racial discrimination.

Mrs Currie says that 20 years after his retirement from the London University chair in psychology Sir Cyril, writing in the AEP journal, called for an end to "these incessant controversies about the relative proportions contributed to inheritance by nature and nurture, and concentrated rather on the effects of different environmental conditions, whether in the home or the school."

She concludes that while his comment would not itself excuse fraud, if there had been any, it did provide guidance for good practice.

Another member of the association's executive said recently: "Most of very much deplorable controversy, and believe that whatever Burt did or did not do has little relevance to what needs to be done urgently in the schools now. We don't want to be stuck in a new argument about nature and nurture, and we are worried that the whole thing will reinforce the prejudices of those teachers who suspect everything that we do."

PERSONAL COLUMN

Gerry Fowler Saints—or sinners?

As for the phrase "the inevitability of political involvement" I should be happier if it were qualified by the adjective "logical". As it stands, it suggests to me that politics are on the same moral plane as rape—at least when they impinge upon education. Yet, it educates us even in part concerned with the preparation of the individual for life within a wider society, and if that society, or of some group or even of some individuals within that society, then it is by definition the very stuff of politics. That does not mean that its organization, methods, and content must always be the subjects of political

controversy—although it is more worthy of censure when they are not than when they are. I tell this tale for three reasons. The first will already be clear. In a democratic society we must always be aware of suggesting that political acts of which we do approve are best explained by the moral turpitude of their perpetrators. Moral blindness is quite different. It means that those who believe the blind do not see the same moral truths which we think we ourselves see. But to be "dishonest" one must see the truth and deliberately disregard it. It would not occur even to the Black Pope outsiders of that sin.

This leads me to my second concern. We should not encourage our future teachers to see politicians, including the L.e.a. employers and many of their governors or managers, as villains—or even as nearly divided into villains and saints. But at least of all should we encourage them to build this attitude upon a foundation of solid ignorance about the workings of the system in which they will teach. It is an immutable law of education that ignorance is handed down from generation to generation with consummate ease, while the torch of knowledge often flickers or falls in passage from hand to hand.

If Tony Crosland won popularity in 1965 by issuing a circular rather than introducing a Bill on the organization of secondary education, we

"Crosland (sic) by not making Circular 10/65 law, became popular." News may be true, but it is an essay by a second year student in a college of education with a high reputation; the student had entered the college with three GCE A levels—and her tutor made no comment on this statement.

The same essay suggested that Circular 10/65 might well have made a legal requirement of comprehensive reorganization, thus making Mrs Thatcher's reversal of it by Circular 10/70 more difficult. Unhappily, the revelation which eagerly sought of how ministers might legislate by circular—the answer to every politician's prayer—was nowhere to be found.

This did not, however, inhibit the student's tutor from signifying his approbation of the passage by a tick. When the student proceeded to confuse multi-rotal schools with comprehensive schools, the tutor deemed it wise to pass over in silence so minor an error.

Would that the tutor had been so forbearing in his own comments at the end of the essay. Under the heading "scholarliness" he read showed the "right approach". He said as far as could be seen the student did not quote a single primary source, referring only to report or opinion. Perhaps "scholarliness" now has a meaning other than that which it bore in my youth?

Finally, he commended the student highly for underlining "the inevitability of political involvement" but suggesting "that the debate be on honest grounds". Now, let us pass over one occasionally in this judgment—namely, that the student had done no such thing. She had merely quoted with approval one T. S. Elliot (sic) to the effect that "We cannot expect politicians to renounce their interest in education; but we can appropriately hope that when dealing with it they will conduct their deliberations in the 1944 spirit."

I do not detect any reference to honesty there—although I do see the alliterations of the nonsense proposition that in an ideal world politics should be kept out of education.

Much more seriously, the tutor himself suggested, by implication, that political debate about education is something occasionally or occasionally dishonest. No evidence was quoted in justification of this suggestion. Perhaps that was merely from fear of corrupting the young or manifesting bias, by saying which politicians had been dishonest, and when.

But surely it is just as dangerous, in an academic context, to sow in the minds of the young the notion that their democratically elected representatives are sometimes when they discuss education, not silly or misinformed or just plain wrong, but dishonest. And more danger-

abandon their pastoral commitments, and some heads refused exchanges because they felt a foreign teacher was not an adequate substitute.

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Much more



Schoolgirl bride's 'Stone Age' attitude

Mrs Debbie Groves (above), 16-year-old wife of Olham Athletic footballer Alan Groves (pictured below), has a 'Stone Age' attitude towards women's rights—and according to an MP her school is to blame.

Mrs Maureen Colquhoun, Labour MP for Northampton North, has asked the Equal Opportunities Commission to inquire into the curriculum at Mrs Groves' former school, Hatherly Comprehensive, Olham.

Mrs Groves left school when she married last September. But her official leaving date should have been next Raster and her father was fined £5 last week for failing to send her to school. "I don't care whether or not she knows who won the Battle of Hastings as long as she knows how to cook my tea," said her husband. "My life now is looking after Alan and our home," said Mrs Groves.

Mrs Colquhoun later made a statement saying "There may be something dreadfully wrong with a school which turns out pupils with such Stone-Age, antiquated attitudes about women. Here is an example of the British education system where girls are being brought up with no consciousness of their role. The fruit must be with the kind of education that the boys and girls are receiving at this school," she said.



The Assistant Masters Association met in Carlisle last week. STEPHEN COHEN reports

In two minds on standards

Teachers who tramped in the microphone during a debate on educational standards in recitation of spelling, poor grammar and slouching (meritacy) were followed by colleagues who said they should be praised for doing such a good job.

Standards, said these, had improved. Perhaps better assessment tests were needed to test the argument since and for all.

The resolution before the conference had said the AMA should take all steps to refute assumptions that standards were falling. An amendment changed "refute" to "examine" thus substantially altering the sentiment.

Mr Tom Trust, from Cornwall, said that nearly five years ago children had arrived at his grammar school unable to hold a pen, unable to do long division and ignorant of what an essay was. Some could not even write properly.

It emerged later that only three children could be said to fit into his list of horrors.

When it came to a vote 72 were for and 72 against; 77 abstained or did not bother to vote. On the chairman's casting vote the motion was thrown out.

Higher pay inquiry call

Another inquiry into teachers' pay was demanded by Mr Andrew Houghtings, secretary of the association.

Although it was only three years since the Houghton report had 'romantically increased teachers' salaries, he said, it was time to look again to see if better qualified students could be attracted to teaching by even higher pay.

Pledge on cuts

The association pledged itself to fight against cuts in public spending to make sure that pupil-teacher ratios and capitation levels were not reduced.

Although delegates recognized that the overall economic state of the country required cuts, they felt that the pupil-teacher ratio should not be touched.

Amen to compulsory prayers

A Methodist minister, a church warden and a head of a voluntary education department tried to persuade the conference that schools should scrap compulsory prayers. Despite their fervour, however, the masters, after listening patiently, agreed not to vote on the proposal and moved on to other business.

Dr Michael Stevens, from London, said he was not seeking to make any change in religious education teaching in the classroom. He was concerned solely with calling for the abolition of the legal compulsion to have a daily act of corporate worship.

When the Education Act was passed in 1944, it was reasonable to assume that England was a Christian country. "Since then the climate of religious thought has changed significantly. Fewer people profess Christian belief. And for some of those who do it was an internalized belief in which public worship played no part. Pupils would not be compelled

into full participation in worship. "All that the head of a paper or staff is a formal performance of a ritual that is meaningless to them."

Children would quickly spot a teacher who did not believe what he or she was saying. This broke down the credibility of a teacher as a moral authority which would be seen to support meaningless operations. He did not want to see assemblies. He only wanted a change in the law in all schools to do what they wanted.

Mr Billis Lees, a churchwarden from Kent and a teacher at Clatham Technical High School, urged support for Dr Stevens's resolution. It would get rid of a lot of hypocrisy in school assemblies.

The Rev Alan MacLennan, from St Helier Boys' School, Jersey, said that some understanding of worship was a necessary part of a liberal education. The act of worship in an assembly did not have to be Christian.

Mr Alexander Conn, a Methodist minister and a teacher from Humberside, said the law could be amended if the act of corporate worship involved slaughtering a cockerel or performing a voodoo dance over a table. He said the head of RE ought to be a layman, not a teacher. Mr Tony Hinton, from Evesham, asked delegates to vote before taking a decision. An AMA survey was being mounted and results would be available soon. Preliminary figures showed that only 9 per cent of secondary schools actually held a daily assembly.

Of 723 schools surveyed, 415 had not had a full large assembly in the last year. Only 10 per cent of the remaining 308 met every day. The rest were breaking the law.

But although assemblies appear to be out of favour, a questionnaire to AMA members revealed that 60 per cent said they should take place regularly. Just over half said they should be compulsory.

'Delinquent' parents blamed

In an attempt to reduce vandalism at schools, delegates demanded a change in the law so as to make parents liable for the actions of their children.

Mr J. Pengelly, Knowsley, Liverpool, said people smirking at a family had in reality they were taking on a task which would last for 16 or more years. But some abrogated this responsibility. There were very few delinquent children, but many delinquent parents, he said.

Mr John Wickham, also Knowsley, said juvenile crime had been increasing dramatically because of the decline in parental responsibility. But Mr Edgar Jenkins, Avon, was worried that such a change in the law would

create very serious legal and educational difficulties.

Mr Robert Leohy, Liverpool, said the motion was not just concerned with vandalism. "We are talking about arson, burglary, endangerment of life, and car stealing," he said.

Mr Robert Werrrett, Executive, said many offences were committed during school time when children were under the control of a teacher's control. It would be difficult to justify why teachers could not be held responsible for the acts of the children if the law was changed.

"We are laying ourselves wide open. It might bounce straight back into your laps," he said.

'Tyranny' of all-in law

The Government's legislation on comprehensive education was denounced as "tyranny" by delegates.

A motion requesting that the law be used to impose a complete comprehensive system was passed by a large majority. Delegates also gave the go-ahead for a survey into the effects of the introduction of comprehensive schools.

Mr School, Dulwich, said all teachers knew that a rule which could be enforced in school was a rule. Similarly, the Education Act "which can only be enforced by tyranny is a bad law."

"Suppose local authorities refuse to be the line," he asked. "What is the Government to do?"

"Will the elected representatives of Kent and the Royal Borough of Kingston upon Thames be put in gaol? Some of those men and women may very well be willing to be put in gaol to safeguard what is in their view, an essential freedom."

Mr N. Thompson, from Leicestershire, was one of the few speakers against the motion. He said two of his own children had a choice of school. They could go to a grammar or comprehensive. But most children had no choice.

"If you fall the 11-plus you are where you are told," he said.

Mr David Grant, from Hampshire, said standards were slipping as a result of comprehensive education.

Inquiry into disruption

Disruptive children are to be the subject of an AMA inquiry. Delegates who voted for it asked that the findings should contain suggestions on what to do.

The debate on discipline in schools—was enlivened when Mr Ruh Wreford, Hereford, sang a carol to the tune of Oh come, all ye faithful:

Oh come, all ye faithful,
Joyful and triumphant,
Oh come ye, Oh come ye,
Burn down the school,
Burn all your maths books,
Burn all your homework,
Assassinate the teachers,
Assassinate the teachers,
Assassinate the teachers,
Burn down the school.

The song was from "Hot Herbed of Revolution", a private school in Bourne-mouth, Mr Wreford said. He had sung it to illustrate his theory that teachers over-reacted to what was sometimes merely exuberant behaviour.

"Too often we regard the high-spirited, the unconventional, the one who lacks conformity, even the irreverent as disruptive."

"I would plead that we be very cautious about the sense of injured dignity that sometimes often comes across from us. We ourselves often make the disruptive pupils." He urged teachers to be moderate, reasonable and adult in their attitudes.

Cold shoulder for Schools TV

Schools broadcasting in the Republic is to continue to feel the effect of the recession next year. Dr Conor Cruise O'Brien, Minister for Posts and Telegraphs, has already announced that a shortage of capital will prevent the establishment of a second national television channel by the end of 1977, as had been envisaged. Development of the schools radio service, which has already been in cold storage for more than a year, will be put off yet again.

The cold financial winds will also affect the schools television service, which, although provided by Radio Telefis Eireann, is funded directly by the Department of Education. A motion has already led to a cut in the projected number of new series. For next year it is expected that the service will do little more than tick over.

A small consolation for viewers in areas which have hitherto received no RTE broadcasts is that an extension of the "piped television" network, on the basis of large commercial aerials, is likely to bring British programmes to many east coast viewers. Many schools in what has been known as the multi-channel area have sometimes received not only two BBC programmes but two ITV regional programmes in

addition to RTE) already use schools broadcasts from English sources.

At the moment the signal is merely received "off-air". No retransmission is involved and no questions of copyright arise. Extending multi-channel viewing to the midlands and west of the country may, however, bring problems.

Better news for music students has come with a reversal of the Department of Education decision to insist on a single, common level paper for music in the Leaving Certificate exams.

When the common level paper was announced last year the universities made it clear that they would not give it the same weight as the original honours level paper for entrance purposes. The numbers studying music slumped dramatically.

A sustained campaign from public and politicians has now produced an acceptable compromise. The university authorities will now regard the common level paper as an appropriate standard for next summer's exams and the department has agreed to introduce separate pass and honours papers for the following year. Suggesting

Irish diary

The changes is essential in order to give the schools time to adjust.

The Republic's first major experiment in pre-school education is to get a new lease of life. Set up almost a decade ago in one of the most disadvantaged areas of Dublin, and focused on the Rutland Street primary schools, it has up to now been funded jointly by the Department of Education and the Van Leer Foundation in Holland.

The Van Leer commitment has expired, but Mr John Bruton, Parliamentary Secretary to the Minister for Education, has announced that the Rutland Street project will be used as the basis for pilot experiments in other areas. Seven other schools are already involved.

The core of the Rutland Street scheme was the provision of a purpose-built pre-school to take three-year-olds from the area (which was the location for Juvo's Nighttime) and a home programme designed to involve parents as much as possible in the learning process.

The evolution of the process has been carried out by a team from St Patrick's College of Education, Drumcondra, and although the results have been inconclusive and lacking the clarity that would encourage the Government to make a major commitment in this type of interventionist strategy, the minister obviously feels it is worth a try.

A long tradition of secretiveness with regard to the press is to remain unbroken. The City of Dublin Vocational Education Committee has decided to continue to exclude journalists from its meetings.

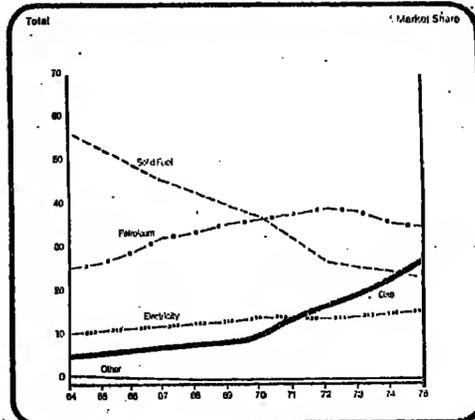
The committee, which is the largest and most powerful of the 38 local education authorities and which controls substantial institutions at third as well as second level, is now the only committee of any size which still excludes the press.

The latest attempt to have reportsers admitted is one of several unsuccessful efforts in the past few years. It splits most of the groups on the committee. In the event the matter was decided by the casting vote of the committee chairman, a trade union official and member of the Labour Party.

Nur is it any secret that at least some Labour Party supporters would feel more ideologically comfortable in harness with Fianna Fail than with the present arrangement. The most recent party conference, however, has firmly committed them to it for the next election, at least for the spring or early summer of next year.

John Horgan

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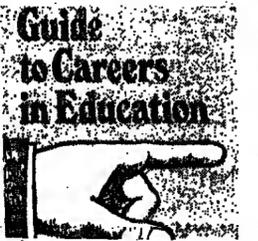
A map through the educational jungle

It has long been assumed by many people that working teachers know all about education and that sixth formers and students who are deciding where and in what to make their careers do not need a detailed description of what is available in education. Anyone over the age of 16, so the assumption goes, already knows more than enough of the geography of education ever to need a map.

There are those who seem to prove the notion correct. They know where they are going, appear to have built-in navigational aids, and they teach their destinations—whether as heads of schools, principals of colleges or vice-chancellors. Their's one way of looking at it.

The other is to admit that the successes of the few rarely throw much light on the predicaments of most of us, whose ambitions may range as high or modestly lower than those of the people who "make it", but whose close attention jobs may be (ridiculous though it sounds) effectively decided by the highly-coloured and often misleading experiences of what we liked at schoolchildren.

It is a nonsense to after people guides to the intricacies of career paths in industry, in the law and in medicine, and to offer them nothing of the kind to help them also a career in education. It is the kind of nonsense for which we pay the price in square pegs. It was to help put an end to that that early in 1976, we set about compiling *The TES Guide to Careers in Education*.



We found, not wholly to our surprise, that the activities usually lumped together as "education" were too diverse to lend themselves to general views and simplifications. If we planned to describe career opportunities in all aspects of education, we had to cover an extended and still expanding family of professions—from caring for children of pre-school age, to teaching in the primary, secondary, further and higher education, from working with handicapped or delinquent children to training personnel in industry or the Armed Forces; from administrators in an E.M.S., prison education officers and higher secondary officers; from adult tutors to publishers and broadcasters; from lab technicians, librarians and computer programmers to educational psychologists and education-welfare officers.

A TES guide to careers in education is published next Friday. Here, the book's general editor, Tony Howarth, explains how it came about.

We also had to describe the systems and practices of Scotland and Northern Ireland as well as those of England and Wales. Having started with plans to ask 15 authors to contribute to a book of about 300 pages we finished with a Guide of nearly 450 pages, to which more than 30 writers contributed.

The book is, however, much more than a collection of job descriptions, qualifications, requirements, salary expectations and patterns of promotion. It contains a directory of all the I.E.A.s in the United Kingdom, a comprehensive summary of initial and advanced teacher training courses in colleges of education, universities and polytechnics, and lists and figures profiles of the various sectors of education. There are chapters on financial assistance for students and teachers; on the techniques of application and interview for jobs; on conditions of em-

Any old slates?

Dorset schools have been asked to review their use of school furniture and equipment as an economy measure, especially where school rolls are falling. Heads have been asked to forward details of surplus to a county supplies office so that they can be redistributed.

Heads have also been asked to look out old slate boards and pencils but not as part of the cuts. The county's museum education officer wants them.

Plan rejected

Mrs Williams, the Education Secretary, has rejected a Derbyshire plan to turn two schools into an 11-18 comprehensive school in Ripley because she does not think there will be enough pupils for the sixth form. The plan has been rejected because the needs of sixth formers in Ripley could be better met by the Honor branch of the South East Derbyshire College of Further Education.

Soya with sauce

Wiltshire County Council cut their school meals bill by £60,000 last year by serving soya protein instead of meat, rice, pesto and dehydrated potatoes instead of the usual vegetable, and, once a month, dehydrated mince instead of fresh beef.

It saved £4,000 by using a cheaper form of soyabean milk and more than £3,000 by shopping around for bacon and cheese. The council, which is confident that the nutritional value of its school lunches is being maintained, serves 12.5 million meals a year.

To lead the blind

More than 100 delegates to a conference on educational and child psychology at the University of Kent this week have been asked to spend half a day going "about home or office blindfolded."

The idea is that local authority and hospital staff who help the blind should have some idea of their day-to-day problems.

The task sets a major theme for the conference, that help given by psychologists should be practical, down to earth and based on an understanding of everyday needs," said a spokesman for the organizers, the British Psychological Society.

£400,000 fire

Kent police are treating as arson a fire which ravaged a school at Greveland. Tests showed that the blaze, at St Andrew's Junior School early on New Year's Day, was started in two separate parts of the building. Damage has been estimated at about £400,000.

Arrangements may be made for the 200 pupils to attend other schools.

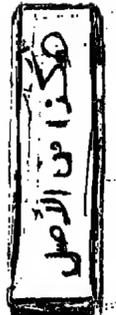
SPECIAL ANNOUNCEMENTS

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Owing to the success of the exhibition among schools, we regret that no further bookings for guided visits can be accepted. Teachers intending to bring a group to the exhibition without charge are asked to telephone in advance to arrange a time with the administrator at the Hayward, on 01-928 3144. Unworked groups will be charged admission and should be limited to 15. No school parties will be admitted on Mondays.

Arts Council of Great Britain



Tester-in-chief warns against too much testing

by Bob Dox

The Assessment of Performance Unit will not assess individual schools or teachers, Mr Brian Kay, chief HM1 responsible for the unit, assured the National Association of Schoolmasters' Union conference in Birmingham last week.

The tests they are developing will, however, be available to local authorities and teachers who want to use them to monitor schools and classes.

"Local authorities are more and more feeling the need to monitor schools in their own areas in greater detail than would be either possible or proper for the Department of Education and Science", said Mr Kay.

But he warned against using too many tests in the classroom. "There is room for more measurement and less reliance on what someone referred to as 'a vomit feeling inside', but we must guard against the danger of over-testing. After all, learning is the main object. Saying it was vital to get the work of the APU accepted and understood, Mr Kay criticized an article on the unit ("No marks for objectives", TES, December 3).

The "system" which the APU suggested the unit rejected the so-called objective test out of hand and was intending to indulge in a riot of subjectivity."

He quoted from the article: "Its decision to monitor all aspects of learning, and not just those that lend themselves to easy testing, has led it to reject more objective forms of testing in favour of observations, interviews with pupils and subjective assessment of pupils' work", and said: "The APU will still be concerned

with all those areas which in the past have been tested objectively", but these were generally limited to a very small part of what education was about. They often tested skills in complete isolation from their application and reminded him of the child's comment on English that "last week we inno do and did."

"The APU wanted to assess reading, writing and arithmetic more comprehensively, including such things as children's attitudes to reading, whether they could write in a variety of ways and whether they actually understood and could apply numerical skills."

"If we are to cover these there may have to be a greater measure of subjectivity in some of the assessments—but a more than is needed when the test specialists have done their utmost to achieve objectivity."

Dr Neville Bennett, author of the controversial *Teaching Styles and Pupil Progress*, told the conference that research alone could never determine teacher effectiveness. The criteria of effectiveness depended on value judgments and there was no consensus about what the aims of education should be.

Every piece of educational research was limited and could rarely be used as the basis for policy decisions because it took place in real classrooms and was under strictly controlled laboratory conditions. He criticized teachers who left children in the dark about what was expected of them and assumed that they would pursue with vigour those things that interested them.

"The teacher's job is to generate and not just pander to interest. Could it be that in formal classes children find motivation in progress?"

'Too poor to go to school'-CPAG

Children from poor families are staying away from school because their parents cannot afford clothes, shoes and school bus fares, according to a report published by the Child Poverty Action Group.

CPAG and the Family Services Unit questioned 100 families living on the poverty line in September this year. They found that nearly half the children were having their school careers interrupted because of poverty.

The cost of fuel was the biggest nightmare, but many families were finding it hard to meet clothing bills and to pay the rent regularly. Eighty per cent said they owed money and were getting further into debt.

I Dream To Think Of Christmas. Child Poverty Action Group, 1 Macklin Street, London WC2. Price 60p.

More feedback, says researcher

Schools get little help in finding out how well they are doing, according to Dr Martin Shipton, head of the Lunar London Educational Authorities research and statistics department.

They should set up more "indicators" to test whether they were achieving their objectives, he told a conference on school management organized by the Advisory Centre for Education in Cambridge.

But they should not be limited to the easily tested academic side. Though they might only be able to collect "soft" data in the form of second opinions from parents of pupils or employers, they should cast the net as wide as possible.

Examination boards, he said, could give schools much more information to help them to improve their courses.



John Maddox putting temptation behind him. Picture by John Cleave.

It's hell giving up—again

Science diary by John Maddox

The last time I gave up smoking, just over 16 years ago, the consequences were unalloyed pleasure. Instantly I felt not merely well but liberated at least from the need to worry whether there would be enough cigarettes to last the day out, or moieties to go with them, for example. I remember that I carried a half-full packet of "Lucky Strike" in my pocket for weeks afterwards, until its contents eventually fell apart.

This time it is different. After five years back with the weed, I have found the withdrawal symptoms exceedingly unpleasant. For one thing, I have a hideous smoker's cough, and memories no longer desiccated by smoking deliver themselves of the coating of tar which they have acquired. Now and again I get quite light-headed, no doubt because of decreased blood pressure. And the sight of somebody else going through the ritual of opening a packet of cigarettes, can bring on a barely concealed trembling.

I suppose none of this should be surprising. Whatever people say, nicotine is a drug of dependence. It is like heroin in that respect. So it is not really surprising that people should expect that exhortation will help substantially to wean people away from their addiction to tobacco. With the smugness of a recent convert, I think there is a case for asking that smokers should be registered and licensed before they are allowed to buy tobacco.

The two American spacecraft which reached Mars in June and August are now widely recognized to have been immensely successful, but it is almost as great a triumph that the groups of people responsible for the instruments on board the Viking rockets have been able to publish a comprehensive and reasonably coherent account of the results of their investigations. Virtually the whole of one issue of the *Journal Science* (December 17) is filled with what they have to say.

Given the flood of news about the arrival on Mars, the formal reports of their accomplishments now published contain few surprises. The most startling news is the timetable already laid down for the experimental programme which is to occupy the two instruments on the surface of Mars and the two spacecraft left in orbit about the planet between May and May 1978. During this period of nearly two years, the instruments will be switched off and on according to circumstances they were, for example, turned off for a month starting November 11 because Mars was too close to the sun (on the other side of its orbit from the earth), for efficient radio communication to be possible.

of testing chemicals for toxicity. Hitherto, it has been necessary for people to use experimental animals of various kinds, to feed them with quantities of some new or suspect chemical for months or even years, and then to look for signs of cancer or incipient cancer in the animals concerned. Toxicity tests of this kind are now standard preliminaries to the marketing of novel drugs, and there are some who hold that they should also precede the large scale use of new industrial chemicals of any kind.

Fortunately, there is at least a chance that simpler methods may soon be available for testing advance which chemicals are likely to carry hazard, especially the risk of causing cancer. In the past few years, several attempts have been made by academic scientists to develop laboratory tests for detecting carcinogenic materials.

One of the best known of these is a test developed by Dr H. N. Ames, of the Oak Ridge National Laboratory in the United States, which is intended to replicate the damage which can be done to the chromosomes of a particular strain of salmonella bacteria by chemicals which can cause cancer in human beings.

For several months, there has been a growing lobby of people asking that the Ames test should be used as a standard way of screening new chemicals.

This lobby will be reinforced by a comparative study of laboratory tests for human carcinogens which has been carried out by a group of toxicologists from the central toxicology laboratory in Cheshire, now reported in *Nature* (December 16). What they have done is to try out six different laboratory tests on no fewer than 20 chemicals, half of them known to be carcinogens. It turns out that the Ames test is as efficient as any other.

But it also emerges that another test, based on the capacity of carcinogens to change the limit of cells grown in tissue culture, is just about as efficient. One way and another, then, it seems as if it should soon be possible to tell in advance which chemicals are likely to cause cancer and which are not.

Telling what kinds of chemicals are likely to be dangerous when released into the environment has so far been a difficult job. One of the chief reasons for being concerned is, of course, that many because Mars was too close to the sun (on the other side of its orbit from the earth), for efficient radio communication to be possible.

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Two recently opened circus schools in Paris are thriving. Mark Webster reports



Topping good show

Collette's school uniform is colourful but boggy. In fact, it is hard to say whether it is a boy's or a girl's under the following rules of dress, but that does not give her any complexities because 14-year-old Collette is a trainee clown at one of Paris's two circus schools.

Circus is big business in France. There are 11 big tents in Paris alone for the winter and throughout the country there are 200 artists and 2,000 ancillary staff working for them to entertain an estimated four million people a year.

Star performers can command up to 1,000 francs a night, although the average pay is between 5,000 and 6,000 francs a month. Compulsory schooling to the age of 16 put an end to the traditional method of training a future generation of circus performers. They could no longer learn from their parents while the show was on the road and good acts were becoming increasingly hard to find.

So two years ago two resourceful women working independently launched France's first circus school. Since then they have grown fast in acceptance and popularity until now there are nearly 700 children enrolled either full or part-time.

The Ecole Nationale de Cirque is the brainchild of a future generation of circus performers. She saw the urgent need for the school while on tour with the circus four years ago.

In December, 1974, she succeeded in getting aid from the Ministries of Culture, Youth and Sport and Education and the city of Paris, which covers half the 800,000 francs a year cost.

The rest of the money comes from the subscriptions of the children—100 francs enrolment then 300 a month tuition—and from the takings of the circus itself, which is attached to the school.

The 600 children at the school work out regularly in the large gymnasium for the big top which is set up near the school. The school takes children from six years old and there are now 150 of them.

Republic of Ireland Public service salary awards lead to spending cuts

from our correspondent

DUBLIN The amount involved in the educational services was about £17m. To meet this, £1m which had been earmarked for an increase in the grants paid to Church-controlled secondary schools, was diverted towards the increased salary costs. So was some £700,000 which had originally been intended to pay for an increase in the grants for boarding and cleaning in primary schools.

The cuts were necessitated by the payment of an interim pay award to all public servants, including teachers, at both levels and, of the civil servants in the Department of Education itself. The pay award was originally to have been the first phase of a new national wage agreement, but after negotiations on the agreement broke down at both levels and the government agreed to pay the projected first phase without strings as an indication of good faith.

between six and 14, but Marie Fratellini insists that it is not essential to start so young.

Others begin late. Like Sandy, who joined the school after he graduated from Cambridge and now has a tightrope act with which he tours in the Cirque Medianoce. Pupils are taken up to the age of 25.

At the school, there are three horses on which the pupils can practice gymnastics but there are no other animal acts. Not so much on humanitarian grounds or for lack of space—100 and schoolchildren do not mix.

Pupils for the school come from many countries and backgrounds. There are equal numbers of boys and girls.

The same is true of the other circus school in Paris, L'Ecole nationale de Cirque, which is a centre for a variety of cultural activities.

L'Ecole au Carré was founded by Sylvie Monfort, who had been running a cultural centre in another part of Paris. She worked with the famous Geus circus family and at their suggestion every discipline school in the new, bigger, cultural centre which the Ville de Paris had given her.

With very little financial help she transformed the near derelict theatre into a busy centre for 180 pupils following every discipline from mime and circus to traditional dance.

Selection for the circus course is stringent. About 100 people apply, of whom 40 are chosen for a six-week trial course. The minimum age is 16 and they pay nothing if they are selected for the trial, although the Carré offers what grants it can to students. After the test period only 15 are accepted for the three-year course. Many of them drop out over this year as the first qualified batch numbers only five.

Finance is a big problem for the Carré. So far it has not received any guarantee of assistance from the government and has kept going with short-term help from various bodies and with the students' subscriptions.

Poverty report lashes 'harmful' school system

from Robert Milliken

MELBOURNE

The final report of the Australian Commission of Inquiry Into Poverty has made a sweeping attack on the country's education system. It says Australian education has been a disaster area for careers training, and is geared only to the needs of the elite. The report, presented in Parliament last month, is possibly the most wide-ranging and savage indictment of the education system ever prepared.

It was the fifth major report of the Independent, non-parliamentary commission which was set up in 1972 to investigate the extent of poverty in Australia. The commission's terms of reference were later expanded by the former Labour government to look at the medical, legal, social and educational aspects of poverty.

The commissioner heading the inquiry into poverty and education was Dr Ronald Fitzgerald, dean of the School of general studies at Burwood College in Geelong in Melbourne. His report has caused widespread concern in government and educational circles.

Dr Fitzgerald explodes the myth that Australia is an egalitarian society offering equal education and career opportunities to all. His report speaks of "the harmful and inhibiting impact of schooling on life chances", and says "powerful factors both within the schools and within our society still operate to impose severe handicaps on poor families. So long as the schooling system fails to secure the education of poor people there can be no real equality of opportunity. The outcomes of schooling show the influence inherent in Australian education."

So long as access to careers is restricted to a minority of workers, the familiar stress on competition and academic success within the schooling system will combine to defeat all but very few children of low income families, irrespective of their intellectual ability.

The report adds: "As a result, the growing gap between the haves and the have-nots in a so-called egalitarian society will continue to widen."

The report points out, on the basis of the last census in 1971, that nearly a quarter of Australian aged 15 and over had either never attended school or had only been to a primary school or its equivalent. A little more than half the population had attended school at secondary level, but left before the final matriculation years.

Of more concern was the fact that among the youngest age group of 15-19-year-olds no longer attending school, more than three-quarters left school at level nine (pre-matriculation) or earlier, "without the benefit of the final school certificate and without the security which usually accrues."

Dr Fitzgerald decries a special section of the report to aboriginal education, which presents a stark picture. Almost a quarter of aborigines aged 15 and over have never attended school and two thirds attended only primary schools. Less than two out of every hundred aborigines had attended until matriculation level.

The report recommends the establishment of an Aboriginal Educational Commission, along the lines of the present Australian Schools Commission, to provide funds for aboriginal education.

Among its other recommendations for Australian education generally are:

- Abolition of the present age limit of 16 years for getting done;
- Schools to take full responsibility for career education, placing special emphasis on the needs of poor children;
- The federal government in Canberra should review its policies on employment schemes to help out the number of jobless among school-leavers;
- State departments should employ youth workers to follow up those who leave school early or illegally and assess their problems.



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مكتبة الأصيل

LETTERS

Too long in the tooth?

Sir—Your readers may not be familiar with a pamphlet recently published by the University of Cambridge Local Examinations Board...

There is not the space to demonstrate in detail the inconsistencies which permeate the whole report...

One example of these failings is where in the course of the same paragraph for pages 6 and 7 it defines the objectives of the GCSE examination boards...

I think that the most revealing paragraph of all, in that it indicates the possible reason for the tenor of the report...

I am disappointed by this kind of reporting whenever and wherever I see it...

Careering ahead to make more jobs

Sir—Your report of the recent Careers Research and Advisory Centre seminar (December 24) contained several inaccuracies...

Mr John Davies, of the Careers Research and Advisory Centre, was reported as saying "careers guidance officers" (sic) of avoiding the subject of unemployment...

In my comments I do at no stage refer to the careers service; my remarks were confined to schools...

The careers service has been undertaking the most extensive canvassing of employers ever on behalf of young people...

Further, because I too believe "standardization" and "currency" to be essential values...

The idealism of school booksellers

Sir—In his letter "Rights for school bookshops" of December 17, Mark Featherstone-Whitty suggests that a 10 per cent discount is desirable in view of the service...

... is not a laughing matter

Sir—In Mr Featherstone-Whitty's ill-informed letter, he suggests that a 10 per cent discount is "desirable" for the free staff, free premises, free rent, and free running costs...

Rights to free school meals

Sir—School meals are a poltry perk to staff at the best of times. Instead of trying to save on insignificant £10m, why not make them free of charge at enormous saving in administrative costs...

Curricular chaos

Sir—Mr Ritchey's excellent letter (December 17) highlights the curricular chaos into which we have landed ourselves through uncertainty about the scope of the autonomy of the teacher...

Don't blame counties for the cuts

Sir—I have not yet seen the manifesto by Mr Brian Derbyshire, headmaster of Peers School, Oxford (Aristides, December 17)...

First, the cost of ignoring the Government's guidelines would be higher than 3p, since additional expenditure would not be supported by the rate support grant...

Mr Peter Shore, local authorities have overspent by £450m, Oxfordshire's share of this is at least £5m...

At a deeper level, however, I feel that Mr Derbyshire's complaint is more properly directed to the Labour Government than to the county council...

LETTERS

Part of our language

Sir—In the correspondence concerning the standard of English in letters of application, and elsewhere, there appears to be an effort made to distinguish that which constitutes a genuinely muddled piece of writing on the one hand from a highly subjective and unscientific prescription on the other...

Mr A. D. Murray complains, for example (December 17) that several writers perpetrated a split infinitive. One can only inquire: what of it?

Similarly, the apparent demand for a singular verb in "a wide variety of courses are offered" defies not only widespread usage, but also the English of government ministers and the BBC news.

Moreover, the most important element in such an action would probably not be the financial saving at all, it would be the ones that would be placed upon the parents' shoulders of caring for their children instead of hunting them off (at every conceivable opportunity) under the protective wing of that mythical but very expensive institution of the boarding school...

How to bridge race gap

Sir—Frances Staddon's article "Bridging the race gap" (TES, December 12) concentrated heavily upon the educational problems confronting people in the schools and only a brief mention was made of the help which the further education sector is giving to ethnic minorities...

Objectivity in RE

Sir—Just over a year ago the British Humanist Association published Objective, Fair and Balanced: a new law for religion in education. It is gratifying that Dr J. M. Hull (December 10) pays tribute to the seminal effect of this document...

The heading to his article instanced the three approaches to R.E. that he distinguishes, "Christian nurture, stances for living, or plain R.E." After dealing with the Christian nurture standpoint, he then places our point of view at the opposite end of the spectrum of opinion...

Make the most of a good education

Right now the police need men and women of 18½ or over, who've got some 'A' levels, and may have gone on to take a degree...

The first months

The first few months are spent on a course at a Police Training Centre. There's plenty to get through: Police procedure, a lot of law and practical work.

The action

Back at the force training continues by getting stuck into real police work. Under guidance at first, they'll gradually take more initiative and responsibility of their own. The experience they gain now will be vital to their whole career no matter how far they rise...

More knockabout stuff?

Sir—Reading his belated review of Overstuffed, under the topical heading "Getting a balance" (December 10), I kept getting the feeling that Mr Wallace was trying to make a point about something—but for the life of me I could not think what. Surely it did not require 27 column inches to illustrate the self-evident proposition that parental influence, if it is to mean anything, involves more than simply the right to choose between several possibly unsatisfactory schools?

Or was this just your blunderbuss knock at Highbury Grove School? (You were not very successful last time, were you?) If so, you should have commissioned a little more in touch with current ILEA transfer procedures than is Mr Wallace from arctic Stavanger. Senior colleagues still at the school, whose memories are presumably do not have his political axe to grind, tell me that things never were quite the way he describes them; and anyone currently employed by the ILEA will know that they could not possibly be so now.

Since the TES appears to be read by precious few people outside the cosy circle of "educationalists" and teachers whose curiosity has spilled over from your diminishing catalogue of job opportunities, I do not suppose any real harm is done by this knockabout stuff. Indeed, if our current level of over-subscription is any gauge of your influence in these matters you would probably be well advised to syndicate your articles to the Tailor and Cutter and the Lindisfarne Weekly Advertiser. Islington parents are more interested in what they know we do than in what you say we do—or ought to do. If you want to exercise influence where it really matters—i.e. with the people for whom schools exist, the customers—you really must get rid of this nasty, patronising habit of regarding parents as gullible idiots who will be taken in by every PR gimmick in the book. They have survived years of educational brainwashing now, with their common sense more or less intact. I was amused by Mr Wallace's suggestion that Dr Boysoo rejected North Islington Comprehensive School as a name on the grounds that it would emphasize the school's location. Short of calling it 23 Highbury Grove School, it is hard to imagine how much more emphatically local he could have been.

I liked the illustrations, though. LAWRENCE NORCROSS, Head, Highbury Grove School.

You can't give responsibility like this to just anyone.

*Special Entry Scheme for Graduates. Graduates or undergraduates in the final year of a degree course should consider the advantages of the Graduate Entry Scheme. Any University or CNAAC degree is acceptable.

Table with 4 columns: Rank, Salary, Pension, and other financial details for various police ranks.

Make the most of a good education. Right now the police need men and women of 18½ or over, who've got some 'A' levels, and may have gone on to take a degree.

The first months. The first few months are spent on a course at a Police Training Centre. There's plenty to get through: Police procedure, a lot of law and practical work.

The action. Back at the force training continues by getting stuck into real police work. Under guidance at first, they'll gradually take more initiative and responsibility of their own.

U.K.A.R. United Kingdom Reading Association. Join now for 1977. Membership of the Association is open to all who are interested in the study and teaching of reading.

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Sport

Charles is 'a natural'

by Asif Khan

Charles Anderson, a 14-year-old schoolboy who stands about 6ft, has become an England basketball player of the Under-15 level—only three years after taking up the game.

Charles, a pupil of President Kennedy Mixed Comprehensive Covenry, was among 15 boys who were selected for the team after a trial tournament in London. They received special coaching at the Michael Smith sports centre, Islington, during the Christmas holidays.

Charles, all-round sportsman and a fine cricketer, footballer and rugby player, is the first President Kennedy boy to be picked for England at basketball.

His trials daily under the watchful eye of Mr Bob Leventure, head of boys' PE at the school and a former secretary of the English Schools Basketball Association.

"I knew I had played well in the trial tournament," said Charles, who was born in Coventry of West Indian parents, and whose father, Mr Dudley Anderson, is a Chrysler worker in the city. "I'm very pleased to be picked."

Mr Leventure said: "I think Charles is a natural all-round sportsman. He has worked very hard and deserves his chance. He is willing to listen and improve himself. When a schoolboy of his age thinks he knows it all, then he is in trouble."

Charles became the basketball captain of his school team in the first year. He started to play top game. This year, he led the Midlands side that took part in the trial tournament. "I enjoy playing basketball. It's a nice, fast game," he said.



The England Under-15 team will now stay together for the rest of the season. They are expected to play their first international against Scotland, this month. They will then take on Wales and Ireland before going on a tour of either Belgium or France.

Mr Leventure, who is chairman of the Coventry Schools Basketball Association, said the game was attracting a high proportion of West Indian youngsters in Britain. "West Indian lads have a distinct advantage physically. It suits their temperament."

School again scoops the hockey pool

by Stanley Levenson

For the second time in three years a Buckinghamshire school has scooped the pool in the Green Shield Rose Award scheme for schoolboy hockey players. Jeremy Hilliard, of Sir William Borlase's School, Marlow, won the senior award and his younger schoolmate, Andrew Smith, collected the Under-14 individual prize.

Two years ago, Hilliard, now a member of the England schools coaching squad, was the junior winner.

Sir William Borlase's also had Paul de Jode second to Hilliard and, in the junior section, Tim Dean and Stuart Peacock joint second to Smith along with Ray Blonke, of Kinglown School, Warminstar, Wilts.

Kingdown, who also had Robert Sime and Tony Curtis in joint third place, won the junior team prize. Essentially the Rose Award scheme, like those in other sports, is to encourage proficiency, but in the case of hockey there is built in a competitive element on a national basis.

King's School, Macclesfield, Cheshire, carried over success from a previous year. The boys, for the second successive season, won trophies—for the senior team and for the best combined senior-junior team totals. In each case second place was taken by Friends School, Seffron Walden, Essex.

There has been a big increase in interest in schoolboy hockey. Mr John Cadman, the Hockey Association's chief national coach.

This has shown itself chiefly in the way more and more clubs are introducing cox sections for the under-16s. And in Middlesex this weekend, the first under-16 league in the country will fully off. It consists of eight club teams linked with local schools (one of them Sir William Borlase's) plus the Royal Grammar School, High Wycombe.

Mr Cadman says that this is a most significant development in junior hockey. The first step from strengthening the base, these cox teams give boys who play rugby and football at school a chance to take up hockey as an extra.



Golfers from Kent School, Hopton, with their head, Mr Ron Ton.

Girls move in on golf

Schools Golf, measured in terms of the Aer Lingus team tournament, continues its astonishing boom: 990 teams have entered the 1977 competition. 81 of them girls' teams, who have a show of their own for the first time.

The girls' entry is more than expected, says Mrs Enid Baker, chairman of the Ladies' Golf Union. "From now on we can expect girls' schools all over the country to take a much greater interest in the game."

Notable absentees are the girls of Kings High School, Warwick, who won the "trial run" four-nations competition last September. A level examination for some of the Warwick girls have to take precedence over the choro for birdie.

Six of the 30 English girls' teams come from the North East; this reflects the greater interest and help given by local authorities there for golf. Friends will have 28 teams, from both sides of the dividing line, Scotland 18 and Wales five. The boys' entry has risen from 726 schools in 1976 to 909 this year.

—a far cry from the 112 who took part in 1972, the inaugural year. Among them are five British schools, with the Rhine Army, who have already had their own initial qualifying tournament.

Kent School, Hopton, won the right to represent the competitors at the regional rounds in England. Both boys' and girls' competition took up in national finals in England, Scotland, Wales and all Ireland, the winners of which will go off for the International School championship in the Aer Lingus owned Foxhills course, near Chichester, Surrey, on May 22.

Varsity table tennis

Players from 50 universities will take part in the British Universities Individual Table Tennis Championships at Bath University during the weekend of January 22-23.

Championships which will be held by the British Universities Sports Federation, are organized by the Students' Union and sponsored by Lillywhit Mainfield Ltd, Chesham, suppliers of sporting goods.

30-year-old link broken

A 30-year-old link with schools athletics has been broken with the retirement of Mr Harold Young as secretary of the Warwickshire Schools Athletics and Cross-country Association.

Mr Young, a teacher, was a founder member and first treasurer of the association, which was formed in the Stratford upon Avon area in 1947. He then moved to Lancashire in the national schools championships of 1948 and

1949. They won the title in 1972 and 1975.

Until local government reorganization, when big chunks of Warwickshire were absorbed in the metropolitan county of West Midlands, they were one of the most powerful teams in schools athletics.

Mr Young, who also served as secretary to Stratford Town football club for 16 years, has seen many Warwickshire schoolchildren blossom into national and international stars.

In brief

Saving by merging?

An under-subscribed college of education may be merged with Sheffield Polytechnic to save it from closure. Lady Mabel College, at Wentworth Woodhouse, which has 600 student places, is only a little more than half full. Talks are taking place between Rotherham and Sheffield education committees on a possible merger.

Which degree? Haymarket Publishing Ltd has produced a new edition of its guide to first degree courses. Which Degree 1977 is based on the format of Which University, and costs £15.

Attendance survey

A census of North Yorkshire children at school during a typical week—October 4 to 8, 1976—has revealed an attendance of almost 95 per cent—well above the national average. Attendance was marginally better in primary than in secondary schools.

Adventure playground

The Army is to finance the building of an adventure playground in the grounds of Sir Cyril Burr School, Crowdon, through its "Military Aid to the Civil Community" programme.

Record sum raised

The Secondary Model School for Girls in Bofsea has broken a record by raising £1,300 in three weeks for UNESCO's Co-operative Action Programme. This is nearly half the amount raised in World Glassmaking 1,500 fellowships throughout the year.

Who's for law at Oxford?

Sixth-formers who are interested in studying law at university, are invited to a conference at Oxford on March 18-20 next year. The conference, which has been going for the last seven years, will introduce students to the subject, to Oxford and to university life. Apply to Paul Beckett, C/o Law Faculty Office, St Cross Building, St Cross Road, Oxford.

Leeds slumbers

The annual Golden Pillow award for Leeds University's most boring lecturer has been postponed until next term. It is not that the students are too bored to hold it or that lecturers have become more interesting overnight. It is just that Rag Week makes students too busy to hold the contest.

What qualifications?

The seventh edition of British Qualifications covers 200 papers and the qualifications needed. Degrees, diplomas, certificates, membership and fellowships are listed. British Qualifications, Kogan Page, £9 hardback.

Computer for handicapped

A computer to benefit the training and, therefore, the job prospects of the handicapped and disabled has been developed at Sunderland Polytechnic. The system works by feeding details of people's skills into the computer and matching them up with skills needed for jobs.

German BA for beginners

Queen Mary College, London, has begun a new honours degree course for candidates without A level German or with no knowledge of the language. It will be a four-year course and students should have A levels in a language and in English literature.

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People

Mr Christopher Price, MP for Lewisham West, is to be chairman of the Council of the National Youth Bureau.

Schools

Mrs M. Jenmett, head of Everet primary school, Bedfordshire, is to be head of Morston Morale Church End primary. Mrs J. E. Jennings, head of Church primary school, Bedfordshire, is to be head of Slip End primary near Caddington.

Mrs J. F. Lum, deputy head of Little Paxton primary school, Cambridgeshire, is to be head of Marypershall primary in Bedfordshire.

Mrs P. A. O'Byrne, deputy head of St Thomas Marc primary, Hertfordshire, is to be head of St Vincent's primary, Dunstable.

Mrs M. Pearce, a teacher at Hursley infant school, is to be head of Kayson primary in Bedfordshire.

Mrs M. B. Stoddard, nursery infant adviser with Coventry I.E.A., is to be head of Queen's Park Lower school, Bedford.

Mrs F. Wogstaff, teacher at Grays Hurst Lower school in Bedfordshire, is to be head of Sutton primary in Bedfordshire.

Mr A. Ward, head of Monarch primary, is to be head of Dorset Lowe school, Hanlow.

Mr D. Collin Firth, head of Gilbert School, Colchester, is the new head of Cheadle Hulme school, Cheshire.

Universities

Mr T. R. Wiseman, reader in Roman history at Leicester University, is the chair of classics at Exeter University.

Mr Christopher Thorne, reader in international relations at Sussex University, is to be a professor. Mr J. R. Mulryne, reader in Edinburgh University, is to chair in English literature at Warwick University.

15 Managing performance

Philip Waterhouse suggests some new ways of improving teachers' classroom management skills

For all the time, money, and effort that have gone into attempts to improve teaching standards, results on the whole have been disappointing. There is a vital link still missing, which could connect research, development, advice and support on the one hand, with the practical concerns of the classroom on the other.

Attempts at improvement have a distinguished history: the early work of the Inspectorate both national and local; the later work of the same bodies in their advisory roles; the curriculum development movement of the 'sixties; the growing contribution of the research institutions; the wide variety of local authority support services. All these make legitimate claims to have been of direct benefit to the teacher, and to be responsible to the practical problems which emerge from the classroom. Yet they all share too a consciousness of the difficulty of effective improvement from outside the classroom; they know, from first-hand experience, all about "resistance to change".

Where and what is the blockage? Is it something in the mental and emotional temperament of the teaching profession? Or is it simply that the various agencies do not try hard enough?

They have tried hard enough in recent years. There is a new emphasis on dissemination activities for all curriculum development projects. Now ways are being sought of involving teachers in development work. Cooperative production of resources is being tried in many areas. In-service education and curriculum development are increasingly school-based. The trouble is that most of the energy and effort stops short of the classroom door. It stops, so we are told, out of respect for the autonomy of the teacher; but it is more likely that the respect is for the harsh realities of the classroom.

This is not to say that researchers, inspectors, advisers, developers and in-classroom teachers never enter the nation's classrooms. They do in fairly large numbers. But their objectives are invariably analytical. Researchers, quite properly, collect data, formulate and test hypotheses, hoping eventually to produce generalized results; they are not interested in the lesson as a unique event. Likewise curriculum developers, who work to the brief of their projects, see the classroom as a test-bed for their ideas, materials, or strategies. Inspectors and advisers get nearest to viewing the thing as a whole, but they rarely get the opportunity to do an in-depth study of a teacher's work; their observations are invariably selective and analytical.

So teachers work it out on their own. The theory, the research evidence, the advice, the training and the support are offered to them piecemeal, and their contribution is the synthesis of it all inside the classroom. Their synthesis must comprise aims, evaluation, and practical organization. This would be hard enough in a static society with stable institutions and unchanging values; but in today's world the task is unbearable.

Today's teachers are possessed by a personal internal conflict which, sadly,

is expned and paroled by unthinking tub-thumpers with a mania for division and polarization. But teachers are trying to resolve the conflicts, to find a decent balance. They experience inside themselves the struggle between traditional and progressive, formal and informal, discipline and freedom, group and individual, prescription and choice, high standards and the enjoyment of learning. No wonder teachers drift into opposing camps: those who play safe and stick to the time-tested techniques of class teaching; and those who, caring about children as individuals, slip into permissiveness and slack organization. The sad truth is that, in the planning and implementation of this vital synthesis, teachers receive little help; there is no body of knowledge, or repertoire of techniques and systems upon which they can draw.

I am arguing a case for a new look at the classroom as a place for the exercise of highly sophisticated management skills. We need to develop techniques for the study of the dynamics of the classroom by the practising teacher, not for the purpose of yielding universal statements, but for the purpose of informing practical decision making and as a guide to action. We need to invent control systems for teachers who want to organize their pupils' learning on more independent lines. Such systems, with their associated tools and techniques, will integrate the various aims, tasks and procedures of the classroom: the record-keeping; the guidance procedures; tutoring; assessment procedures; the teacher's objectives; the students' choices; the storage, indexing and retrieval of resources. We need to invent or adapt documentation to serve the need of the classroom. Above all, we need to criticize and test our systems in terms of the use of teachers' time; teachers cannot afford to waste time on unproductive and frustrating activities.



Map-reading in the Unit's experimental classroom.

How can such systems be devised, criticized and tested? Not by rhetoric or exhortation. Not even by discussion alone. But by setting up experimental classrooms, by demonstration of operational systems in schools, and by starting a new movement for the observation, study and practice of classroom management. These experimental classrooms should not be confused with those of a previous generation, which afforded students a chance to watch teachers in action and, more particularly, to observe children learning. These should be the testing ground of role end techniques and whole systems of management. They should be operated by skilled classroom practitioners, who are also inventive, adaptable and capable of demonstrating their skills. A local support service should be capable of carrying the demonstration into the schools, helping teachers to plan and establish management systems for their classrooms.

Such a support service is growing naturally out of the work of the Resources for Learning Development Unit at Bristol, serving the secondary school teachers of Avon. The powerhouse of the service is an experimental classroom at the unit's headquarters, where a class of 12-year-olds from a local school attends once a week for part of its school work in English and social studies. In each subject one member of the unit's staff is the teacher, another observes and records. Problems being studied are the use of the teacher's time; the use of the pupils' time; questioning problems; routing problems; retrieval problems; the use of classroom space; the effective use of guidance and tutoring; the effectiveness of the learning materials.

After each session problems are analyzed, an overall appraisal made, and objectives agreed for the next session. The active partnership, alternating the roles, has proved to be a powerful weapon

for improvement. The aim is not towards generalizations, or towards the application of known principles; it is simply towards decisions for this unique class in this unique situation.

Out of the work of the experimental classroom has emerged a set of procedures and practices which form the components of a complete system of classroom management. The various components have been repeatedly modified in the light of experience. The system is the result of deliberation and invention in one classroom. But it is now being offered to teachers in other schools as a conjectured solution to their classroom management problems. Of course they will, at best, only partially accept and use it. They will adapt, modify or extend it; or they will completely reject it and invent their own. Its purpose is to stimulate the debate, not end it.

To help the debate along, the staff of the unit are offering a practical consultancy to interested schools. It is based on the realization that making the first shift towards more sophisticated management styles is difficult and complicated. So the unit staff members are going into schools as partners to the teaching staff. The extent and depth of their commitment varies from school to school, but usually the operation starts with a meeting between teachers and consultants. Decisions are made about objectives, about classes, rooms, resources and the extent of the involvement of each of the partners.

Sometimes the consultants take over entirely for a few weeks, leaving the teachers with the opportunity to observe, reflect and discuss. During the experiment all teachers of the school are invited to observe and to ask questions and criticisms. At the end of the period a formal appraisal is made by all interested teachers (usually a subject department), and the head of the school is usually involved. Then decisions are made about continuation, if any, and the possibilities of a continued sharing of experience. Results so far suggest that the strategy pays off, that teachers find the whole operation stimulating and feel themselves ready to adopt the experiment.

Of course, such a proposal will be greeted by some as an arrogant, prescriptive, and mechanical approach to the problems of the classroom. Others will tell us that they have been doing it for years. But the problems and conflicts of the classroom are now so complex that it seems reasonable to claim that common sense alone will not yield the best results, and that the systematic approach to classroom management based on observation, experiment and demonstration has great potential. Our experience so far suggests that teachers are acutely aware of the need, are in possession of a vast reservoir of accumulated knowledge which needs channeling, and will welcome colleagues in their schools as active partners for the improvement of classroom management.

Philip Waterhouse is director of the Avon Resources for Learning Development Unit.

COURSES

CONCORD COLLEGE

Attingham Park, Shrewsbury

SPECIAL INDUCTION COURSE

19 July-23 August 1977

Concord College propose to appoint a Director of the special intensive induction course described in the accompanying leaflet. The College will pay out-of-pocket expenses and a fee of £1,200, in return for which the Course Director will be asked to carry out the following duties:

- (a) Preliminary work, preparation of syllabus, ordering of text books and other teaching material etc.
- (b) Arranging, in conjunction with the Director and Principal of Concord College, the appointment of teaching staff for the Course.
- (c) A stay of one week at Concord College, Aston Burnell Hall, with the purpose of studying the special needs of Concord students.
- (d) Residence for two weeks in Selop with the purpose of studying points of contact and places to visit (probably in May or June).
- (e) Residence at Attingham Park during the period of the course.
- (f) Co-ordination of the writing of student reports.
- (g) Preparation of a detailed report on the course, designed to secure improvements in a similar course to be held in the summer of 1978.

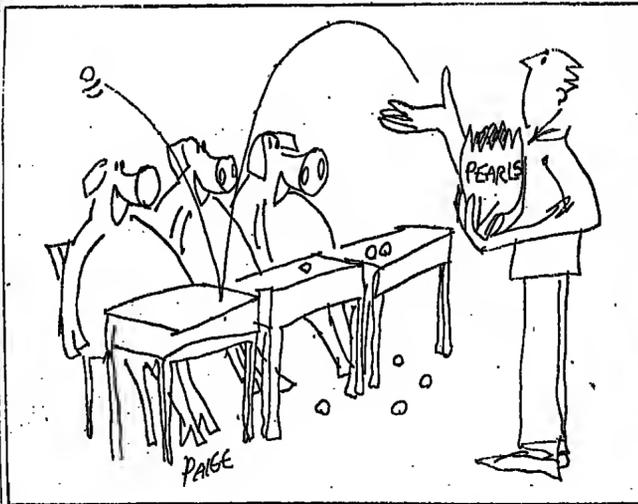
Enquiries and applications from suitably qualified persons, should be addressed to:

The Principal, Concord College, Aston Burnell Hall, Aston Burnell, Shrewsbury SY8 7PF.

مكتبة من الأصل

On the buses

Andrew Stibbs argues for a model of in-service training which allows teachers to learn 'without a sense of demeaning themselves'



plates with current survival problems, without trying innovation on the dubious authority of a confident stranger. So it goes.

Our conditions of work make us an unrelaxed and insecure profession. We work in hierarchical institutions soaked with authority. We are under constant pressure to control. We are constantly distracted from big important things by little urgent things. So complicated and controversial are our objectives, and so subjective is judgment of our success (success we may not ourselves be aware of), that we can never please all the people all the time, just reach compromises between the differing demands of our beliefs, our pupils, their parents, our colleagues, and those in whose powers our promotion may lie.

The message that the head would like to see at break, or that a parent has called, still produces a frisson in me, and a guilty recitation of my recent risks, excesses, omissions and failures. Even when the summons turns out to be to receive a bouquet, I have depressed myself too much to enjoy it. And the anxiety to which we are subjected (which mars our learning and our teaching) is increased by the strong tradition of the latatorial privacy of the classroom, still shown for instance, in the probationer's need to "win his privy to bettle first".

I have put up two models of the teacher-learner. In the 500 bus model, the teacher is an autodidact supported by a coll. In the other, he is a vessel to be filled up with knowledge, programmed to regurgitate, then deserted. The first model's conspicuous successes were in making failure cheerful, not in eliminating it. As for the second, those of the Apostles who survived preached some funny versions of the Word.

In neither model is the learning going on in the classroom, on the job. On the 500 bus we were bringing our distorted versions of our private, misunderstood disasters for public inspection by fellow buffoons and victims. In the lecture we were listening to descriptions of things that secured not part of our experience. What was needed was the bus's support, but by experts—in situ, and the lecturer's expertise—but supportive—in action. I am advocating a bigger element of the master-apprentice relationship in teaching-learning than I experienced. I want Aunt Sally in the classroom.

Initiation can be an effective way of learning. Because it begins with observation it has an in-built badge of success—the learner knows that what he aims at is reachable. And initiation removes communication hurdles. Doing something properly (like reading a story aloud) is often a piece of "whole-task learning" which you can't achieve by following instructions; you can only be shown. Learning takes place under the pressure of need, and the teacher (in this case the teacher-learner) is best there where and when the need occurs. He can interpret the learner-teacher's problem and assist better for both his presence and for having his own expert diagnosis.

However, it is not just initiation by a learner-teacher and fire-fighting by a teacher-teacher that I am advocating. It is not a "sitting next to Nully" model. It is a collaborative mode of working by teachers, a learning from others not how to operate just like them but how to operate most effectively as yourself. It happens in team-teaching where the team members have different experiences and expertise. It happens when a secondary head of department invites a probationer to bring his class to a septic lesson, or share the joint work of two parallel classes. Sally is to be Nully in a cell.

Putting the teacher-learner into the classroom also brings the possibility of enlightenment from below as well as from above. Children can be learnt from if they are observed, listened to, respected, taken into the teacher's confidence and made part of his planning, especially in the presence or near-presence of a more experienced teacher.

What has to be learnt is unknown territory. The learner-teacher is the explorer. He will find his way better if he does not go alone. He will find Traveller's Tales incredible or unhelpful. His party should have a guide with it (and in all the Edvardian adventure stories I read the guide has no sense of superiority—being a professional employed by aristocrat amateurs—but is a cheerful pragmatic fellow taking more than his fair share of the journey's hardships). There is a lot to be learnt from the natives; he regarded the aborigines, who could have helped him, as part of the landscape rather than as fellow human beings.

I have been writing as if there is an urgent need for inexperienced teachers to be trained, in-service, to perform some simple task like riding a bicycle. The suggestion that you could learn to read a story properly by sitting next to Nully is an over-simplification. But it is really not "training" we are talking about, and it is not imitating some "right way to do it". It is much more a matter of morale of alertness, of having a relevant, active theory with which to service practice, of having confidence in your objectives, of raising standards of care, concern, and observation. And if these are achieved, experienced teachers can run up a belt of learners without a sense of demeaning themselves.

Taken on example where what has to be learnt is not a process or a body of knowledge, and the learners are any/all teachers. Chapter 12 of the Bullock Report is about "Language across the curriculum", a policy in which, according to its fourth main recommendation, no school should be without. Most teachers have heard of it, few appreciate its relevance, and I have already burnt a few fingers on it.

The astonishing restructuring of our view of our own everyday language brought about by the tape-recorder together with the observations, insights and concepts of writers like James Britton, and the development work of the London Institute "Writing across the curriculum" team, could open teachers' eyes, ease and minds to the varieties of language use and the effectiveness of learning of many varieties now ignored in the classroom. But how to do it without adopting tactics which close the eyes and minds?

Clearly on initial flat—"All the Bullock and someone draw up a 'doguogo' across the curriculum" policy will follow it—"will not work. Nor will flying experts in to lecture. That would suggest there is something out there the teachers ought to know and do not know, or an insulting bullying suggestion. If teachers are to benefit from the idea of "language across the curriculum" they have to receive them in a variety of encouraging contexts, assimilate this through activity, and see their short-term pay-offs and long-term transformative powers.

So it will not work to lay down an arbitrary or hussy policy. It may be worth work to put a secretary head of English in charge—he is an Aunt Sally. And calling it "Language across the curriculum" may not be a good idea—it sounds like a Traveller's Tale. However, problem-solving working parties (on such clearly practical but fundamentally suggestive topics as marking, for instance), or teaching teams which include teachers interested in (but not necessarily expert in) language across the curriculum, might work towards methods which benefit from the concepts. If the teachers see themselves as valuable initiators rather than reluctant recipients, they will see the ideas as skills, not hurdles. And if the new ideas are encountered in the context of exploring immediate problems (or familiar territory, but territory on which they find themselves), there may be the mesh between the new and the familiar which is the staple of learning.

Necessity is the mother of discovery as well as invention. Explorers are more likely to receive helpful messages if they realize they are lost, and are looking for messages. Familiarity breeds enlightenment as well as contempt, so explorers are more likely to recognize the helpful messages if those messages are in code (in both Bernstein's and Morse's sense) than the explorers already know.

It is when in-service training is going on, but there are not the James-encouraged resources to do it thoroughly, that there is a danger that the token "half-a-day" week-out-for-probationers-to-be-a-tell could be the pattern. It would be most effective, for morale and learning, if probably economics, for cells of teachers—including "experts"—investigating teachers' problems to be sponsored within schools.

The main pay-off from a collaborative mode of learning in in-service training would be that teachers (who in most cases have not been on the receiving end of the teaching methods they wish to adopt) would be in a better position to foster more effective ways of organizing their pupils' learning, so that the explorers on the 500 bus would benefit from their guides' experiences on the 500 bus.

Andrew Stibbs is an advisory teacher at Cleveland. He is writing here in a personal capacity.

The way it was

Negley Harte on social history.

Social History. Single copies £3.50; subscriptions £7.85 for home individuals; £10.00 for home institutions; £9.50 and £12.00 respectively for overseas individuals and institutions.

History Workshop. Editorial Collective (Business-Manager: Susan Hullock, PO Box 69, Oxford). £5.00 or £3.00 per issue from bookshops.

Spoken for England. By Melvyn Bragg. Socker and Warburg £5.20.

Ups and Downs. By Walter Hayden Davies. Christopher Davies (Swansea) £2.95.

Labouring Life in the Victorian Countryside. By Pamela Horn. Gill and Macmillan £10.00.

Social history has come a long way since it could be defined by G. M. Trevelyan as "history with the politics left out" or by A. L. Rowse as "the study of how society consumes what it produces" or by C. R. Pay as "economic history with the difficult bits left out". The works reviewed here demonstrate that social history has come to have its difficult bits; it certainly does not leave out politics, and it is as much concerned with the structure and context of production as with patterns of consumption. Consumption seems, in fact, to be oddly neglected.

Such definitions as those can now clearly be seen as an inadequate characterization of this burgeoning subject. The field is at last coming to merit the scope that some pioneers have been carving history not as yet another branch of history, but as all history from a new point of view. If the formation of a society and the establishment of a journal can be taken to mark a crucial stage in the institutionalization of a subject and the onset of full maturity, then social history in Britain has now arrived.

At the beginning of last year there took place at Lancaster University the inaugural meeting of the Social History Society, appropriately to be headed by an influential and powerful figure: E. L. Denton as patron, Ase Briggs as president and Harold Perkins as chairman. (The subscription is only £1.00 per annum, and the secretary

in Dr Michael Rose of the department of history at the University of Manchester.) Apparently coincidentally within a few weeks there also appeared the first issue of the new journal *Social History* (to be published three times a year) edited from the University of Hull's enterprising department of economic and social history. The Society is arranging another conference and the second number of the journal has already appeared. The show is on the road.

It contains quite a variety of turns and presents a good many attractions. Take the contents of the two numbers of *Social History* that have appeared so far. There have been articles on Ince and East Anglia in the 1840s, rural socialism in late nineteenth-century France, the social theory of poverty in late nineteenth-century England, Napoleonic anticities, the Stakelstad state, the demography of an English rural industrial area since the seventeenth century, women in eighteenth-century France and ideology in working-class historiography. No doubt future issues will extend the range still further, but it is already extensive. In the excellent review section, besides the more evident social institutions or activities such as towns or villages, agriculture or working-classes, games or oratorios, the subjects dealt with include witchcraft, slavery, strikes, etiquette, the sociology of literature, sexual morality—and the list could go on.

The most impressive feature of *Social History*, as of social history, appears to be the range of interests and the variety of types of insight it offers to all manner of subjects of social life and experience. Many subjects on best entirely overlooked by traditional historians or at worst hastily and by relegation to a good many inconsequential little list chapters on everyday customs and pastimes and so forth are at long last getting the attention they deserve. At the same time the structure of society and the relations between various groups within it are clearly being systematically confronted. An editorial preface to the first issue of the new journal contains some interesting reflections on the scope of social history as a discipline.

It contains much that sometimes could well discuss, though it is addressed perhaps too much to a readership of scholarly "insiders". Some of the articles are over-indulgently long, but *Social History* has a policy, favouring immediately established itself as enormously superior in quality to all other English-language journals in the field, with the possible exception of *Past and Present*. It is very much better than the Dutch *International Review of Social History*, the *American Journal of Social History* or the *Canadian Social History* (whose name they have stupidly duplicated).

Another new journal to appear last year, *History Workshop*, is a rather different kettle of fish. It is subtitled "a journal of socialist historians", and its ideological commitment is evident almost throughout, while offers a good variety of contributions of a great variety. Fascinating accounts of an attempt to stage a presentation of the master-servant relationship based on incidents in Grimsby in 1871, of Bakino reactions to Canadian colonialism and of the establishment of folk museums in Buckinghamshire and in Emilia come cheek by jowl with challenging studies of historical novels, of documentary films, of oral history, besides advertisements for Left bookshops and notices for "fraternal groups". There are also some more or less conventional articles, such as the amusing essay by Gwyn Williams on Welsh red Indians and the notable assumption of women in Nazi Germany by Tim Mason. With book reviews there are some under the expressive and revealing heading of "enthusiasms". *History Workshop* cannot fail to commend itself to its readership for its variety of causes, for a revived history, and, above all, its enthusiasm for life.

The moving spirit behind it is clearly Raphael Samuel, that articulate and generous proletarian who, according to the notes on the editors, joined the Communist Party's Historians Group in Clerkenwell at the age of 16, and later studied at Oxford under Christopher Hill and in Bloomsbury under Denis Burt, a West Riding wool worker. The current issue contains the creative offshoots of the history workshops that Mr Samuel has organized at Ruskin College with such success in the past nine years.

If it is not the editor, however, but one of the 10 members of what is called the "Editorial Collective". Our socialists, John Johnson, "literarily out of concern with the common people in the past, their life and work and thought and individuality, as well as the context and shaping causes of their class experience." For us, he declares, "literarily out of concern with our feminism, our socialism and our history or literature connected, each slapping the others." The writings of Marx are repeatedly referred to as an "authoritative" authority of the Bible. There are good numbers of shibes at "bourgeois scholars", at the narrow confines of traditional historians and also at other schools of the new social history, as when he in inverted commas ad disapproved as "the demagogues" term for "class division".

Mr Briggs found that the claim that people were somehow happier in the days before mass leisure activities—"people had to make their own pleasures then"—was accepted by all the older people of Wigan. This point is well illustrated in *Ups and Downs* which deals with the ordinary people in a different part of the country. Walter Hayden Davies (now a retired headmaster in his seventies) has written of his youth in a Glasgow mining community early in the century. It will be most of interest to other mining communities and to Wales; but many will find it lively, amusing and informative insights into the social history of a period that is so relatively close and yet so far from the experience of the vast majority of people today. The prose is broken by poetry rather than by statistical tables.

With barely 3 per cent of the labour force or present employed in agriculture, only a very small minority of the population are now involved in what until only a little over a century ago constituted the major economic activity of all humanity. The agricultural labour force began to fall to numbers only in 1860s, and at the time of the 1851 census still employed over a quarter of the labour force. Pamela Horn's new book is a comprehensive survey of all aspects of *Labouring Life in the Victorian Countryside*—work and leisure, homes and holidays, education and politics, poverty and crime. She tells a range of written sources, citing many nice examples from both the contemporary and the historical literature.

She also makes admirably sensible use of oral evidence and old photographs, two sources of characteristic of current work in social history. They are both sources which mean that the historian can make his touchstone of the real life experience of people themselves—the phrase is Raphael Samuel's. *History Workshop*, page 201. Ordinary people and everyday life are at last being brought into the mainstream of history. Social history is becoming alive, it clearly does very well and settles all around it.

Not all writers of social history are professional social historians. The *History Workshop* people (all the professional historians would naturally welcome this, but it would have to be admitted that most of the non-academic writers on the subject are catchpenny professional authors. Melvyn Bragg, whose new book *Spoken for England* is a timely contribution to social history, comes into neither category. He is himself neither academic nor catchpenny author; his is the intelligent and resuming into that and cultural programme on television. Having set several of his novels in his native Cumbria he has now produced a massive work of non-fiction concerned with the experience of his home town of Wigan in the twentieth century.

Of all forms of history it is local history that is most pregnant with the possibilities of boredom. Mr Bragg skilfully avoids this by making the people of Wigan speak for the people of England. The focus is not on what might be called "high art" but on the happenings of Westmillner or Whitehall, not on great events or the doling of the mighty, but on the lives of "ordinary people" made concrete through the inhabitants of a particular town.

The book is a success, though only a modified one. The great bulk of it consists of verbatim transcripts of the testimony of individual people speaking in interviews with Mr Bragg (often Horn's new book is a comprehensive survey of all aspects of *Labouring Life in the Victorian Countryside*—work and leisure, homes and holidays, education and politics, poverty and crime. She tells a range of written sources, citing many nice examples from both the contemporary and the historical literature.

A good deal of the author's own linking passages, his introduction (on the need to look in our libraries) does tend unfortunately to be rather verbose and vacuous, though there are some good phrases such as "the theme of the constant desert under the mirage of the past".

Other flashes of insight come not from Mr Bragg's own words or from the phraseology of his interviewees, but from his judicious

merits of the new approach to social history; it deserves a wide audience.

in loving them speak honestly of their lives and concerns on their own terms. Although it is a sprawling and flabby book compared with Ronald Binns' more elegant (but also more fictionalized) *Akenfield*, it is one which all school libraries would find it useful to possess. Many projects could be based on it.

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Not everyone will flock to the cause of Gay Left, and some will not agree with the conclusions suggested by Jeffrey Weeks in his discussion of attitudes to "homosexuality" in the nineteenth century, but all should welcome his sensible and systematic approach to an important and neglected topic. It is a welcome change from the current "great questions through the ages" approach of many writers whose line, in this particular field, *History Workshop* people, many of the

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سكنا من الأص

Glimpses through the fog

Bernice Martin on sociology and education

Sociology, Equality and Education. By Antony Flew. 333 19052 0. Macmillan £4.95.

Education and Poverty. By Phillip Robinson. Methuen £3.00. 416 55780 5. £1.40. 55790 2.

Language, Schools and Classrooms. By Michael Stubbs. Methuen £3.00. 416 55890 0. £1.40. 55870 7.

Interaction in the Classroom. By Sara Delmont. Methuen £3.00. 416 55860 7. £1.40. 55870 4.

Social Control and Education. By Brian Davies. Methuen £3.75. 416 55800 3. £1.80. 55810 8.

After nearly a decade of being irritated by the more self-indulgent and destructive features of progressive ideology in education, I now find myself feeling dangerously complacent. When Mr Colquhoun announced that he would like to see children educated again in schools, I was relieved that the substantive point had finally penetrated the fog of political ideology, that the government at last acknowledged that things were not well in the reconstructed school system. Like every self-respecting scholar I cringed a little at some of the underlying philistinism in Callaghan's position—eloquently caricatured by Marc of *The Times* as "Now lads—more numeracy and less literacy!" Yet it seemed to me that cultural standards could survive and might even in some respects be healthier in

lean times, and that a real insistence on the acquisition of some definable and transferable skills in schools could only be good, especially for less privileged children.

It was in this mood of unguarded complacency that I read Antony Flew's essays *Sociology, Equality and Education*. I enjoyed them (even his attacks on my own breed, the sociologists) and I agreed with virtually all his arguments, but I had a persistent sense of *déjà vu*. Was it really necessary to go over all this ground again? Reason had made its case so often since the sixties that it must surely have stuck by now. Part of the trouble is that Professor Flew writes so well. He is so persuasive that at the end of an essay one often feels that the argument is so obvious and the contrary case so self-evidently foolish and weak that no serious person could hold it for long. That, of course, is part of Flew's skill as a writer. People, often influential people in the world of education, do hold such positions: the exercise of critical reason is for from redundant.

I am powerfully reminded of this fact by the four volumes in the "Sociology of the School" series recently published under the general editorship of John Eggleston. They are a mixed bunch but between them they contain sufficient examples of Flew's favorite fallacies to make it worthwhile treating all five books together. In particular they show that relativism unscrupulously as egalitarianism is still a favourite rhetorical device in some educational circles.

Let us begin with Flew, and in particular look at his role as candid friend to sociology, and then see how for the contributors to the new series manage to avoid, or exemplify, the shortcomings he identifies as the besetting sins of the sociology of education.

Antony Flew is a philosopher, and a literate man. He is clear, concise, witty and straightforward: he uses the English language with precision and elegance. I realize that in making such a judgment I have already violated the relativist canon—all language codes are as complete and complex as each other; only usage and blinkered elitist pariahs regarding Standard English as A Good Thing and

valuing its expressive and stylistic norms as an essential part of the culture of literacy.

I am unrepentant. Flew does not abuse literate English: some of the Methuen authors do. Their house style is jocular rather than witty and stylish. Like the pictures on the front of the paperback editions the English style tends towards what one might call media modernism or populist panache. The worst offender is Phillip Robinson who is scrupulously embarrassing. One feels the approach must be part of a wider attempt to reko on the cultural style of a class of pop-oriented adolescents along with the blue denim and sweet shirts. The use of what is surely a photograph (or perhaps an ikon) of Chris Searle on the cover of Michael Stubbs's book is all of a piece with the general stylistic feel.

Now this may seem a trivial point in itself but it is highly characteristic of an inchoate assumption that seems to underlie the relativist position. It is to pretend to authority, to knowledge or cultural superiority so the enlightened educationist must assume the style, mannerisms and perhaps the values either of rebels or of groups which have traditionally been regarded as negative models rather than cultural exemplars. As Adorno pointed out, this kind of "rith poking" egalitarianism is condescension in disguise. It points to a serious loss of nerve, particularly among those whose academic field is "education", as to what education might be. If "the lads" already have a valid, rich culture of their own, what can schools and teachers offer them?

Antony Flew uses what some of our new education experts would call an "open" or "explicit" style of argument. He spells out every step of his own arguments, never conceals his (rationalist and positivist) premises or expresses himself ambiguously. He is merciless with the non-sequitur, the sloppy inference and the opinion concealed as self-evident truth. He names names and pins down specific cases of what he regards as faulty argument. He considers that logical sequence, clear causal inference and relevant evidence are essential to the pursuit of truth. Moreover, he sees the historical pursuit of truth where-fore it may lead as the overriding goal of intellectual endeavour—instrumental or technical comfort. Social "improvement" or ideological virtuosity are not the primary goals of the intellectual exercise.

Flew's essay on "The Jensen Uprate" is both the most obviously controversial piece and the best illustration of his intellectual position. He will not dismiss the arguments of Jensen or Eysenck merely because they cause political or moral discomfort, either to himself or to others. If there is any plausibility in the case for considering whether certain groups (black, women, social classes and VI) have lower average "intelligence" than other social groups (whites, men, social classes I and II) then it would be both dishonest and condescending not to examine the evidence as rigorously as possible, and from every conceivable angle. To treat one approach as a heresy which has no right to public expression is to violate the most fundamental rule of open disinterested science. One may disagree with Flew's own (probably tentative) assessment of the heritability of intelligence, while regarding his method (close examination of argument and evidence) as indispensable.

Flew's second major point is a caustic reminder to sociologists that there are specific temptations to hubris built into their discipline. Since the sociologist focuses on the social context and consequences of human phenomena he is not to forget that there is an "other things being equal" clause written into all his theories and models.

He dismisses the genetic (or philosophical or psychological) case as irrelevant and treats the dimension in which he is the expert as the only valid field. Hence he is inclined to assume too readily that because knowledge exists in a social context it can be reduced to its social implications and contextual resonance. Flew insists, with Popper, that knowledge, once created, exists in itself and that "Thing World" (the term is Popper's) aspect of knowledge and therefore of education must always be analytically separable from the social context—the hidden curriculum—and the like.

There is the true object of disinterested science and it is denied by the relativist position. He traces the seductive pull of relativism in sociology to two main sources. One is an epistemological and philosophical idealism which ironically was originally developed in the pre-modern world in precisely order to pull the teeth of science. Another is the sociological hubris which produces an over-sensitivity to social context. If this latter is combined with a well-intentioned but unreflective

sympathy for underdogs it can slip into "all cultures are equal but this socially deprived are more equal than others". This is a trap that Phillip Robinson in particular is prone to fall into. He can never quite decide whether the poor (or as he puts it, "those born into it") as an objectively deprived cultural entity or a virtuous and creative group who merely lack the economic wherewithal. Michael Stubbs is consistently relativist about language. Labov is his idol: the complexity and integrity of all linguistic forms has been demonstrated, ergo no one is really deprived, it is only socially discriminated against. He wisely refrains from spelling out the implications of his view for educational practice.

As well as this tendency to epistemological relativism with ideologically preferred egalitarianism, three of the four texts display what might be called modernist hubris for seeing the individual as in some sense self created. It produces or muddles and some become but only patently absurd in Robinson. Man may be his own construct, society can still be blamed for the failures, distortions and restrictions. Mr Robinson sees the aim of education as the saving of the inner self from big, bad society, it one else is so crude.

To be fair to Sara Delmont, she has written a fascinating and revealing and extending the literature on classroom interaction. It is heavily concerned with small group behaviour, and written with a clarity and over-optimism that interact with her pessimism. Her lively phrase "fascinated and baffled" is a phrase that suffers from lack of nerve that undercuts her own case.

The far rick text by Brian Davies is as far away as could be imagined from Phillip Robinson who must be happily be handed as hostage to Flew. Apart from one or two slips in the sub-headings ("Mr. they are managing my knowledge") Davies writes a splendidly sceptical and sharply text. It is written from a strange but healthy Burkeian viewpoint and has trenchant things to say about all the current vogues in the sociology of education. "Men's activity has both subjective and objective dimensions, and knowledge is both fact and value. Two or three forms of social planning in juxtaposition are decentralised systems—at regional level. Today, the question of structural change in education systems in toto or organizational change in individual schools is the major issue in Britain and elsewhere. How to control the school, classrooms, education system after innovation has taken place is the political or the social system for that matter? Innovation can all too often become a method of introducing change without its being recognized in its full impact. 'Take' for instance, this very term, 'innovation' and 'participation' so glibly rammed together. One is supposed to lend one to the other. But when lumped together they often raise more problems than they answer questions. Does innovation come first or does participation? What is involved, quite occasionally, is that participation is conditional upon the 'participants' determined by the innovator. This is totalitarian. It means in short, that if I innovate, and you participate, they will obey. The implications are perhaps even more sinister than those of Morriash's comparative portrait of innovators in chapter 13. However, there is one consolation to be derived from the hideous spectacle of 'insufficiently' 'socially programmed' 'sic' innovators, that is, that innovators, young, devoted and devout, though they may be, eventually grow old. And have the leisure to contemplate the curiousness of their ways."

Over against this particular ideology has another. It, too, relies to a certain extent on the biological analogy. But, whereas the first is heavily fortified with a massive dose of optimism, it adheres to the pessimistic view. Organisms without continuous external stimulus, it argues, and those without control are apt to revert to their original

appreciates the humour of Menzies' position as an outsider. Mr Banks makes frequent use of a favourite words such as "considerable" (including "considerable penalty"), "authorial" and, of course, "structure" and "structural".

Mr Moore, the general editor of the series, has added a postscript to the second edition of his essay, first published 15 years ago. Strangely enough, I found the postscript refreshing and the most enjoyable part of the book. Mr Moore declares himself an admirer of such critics as Lynton Stracey and Thierry Maulnier. Unfortunately, his own goals and avuncular pen never rises above the pedagogical horizon, and although he displays great scholarship, the reader will, perhaps, appreciate most of the numerous quotations from Racine or other writers. The two sentences by Girasudoux are a fine example. Referring to Britannicus he writes, "L'orage est moins ployable que les Hauts da Hurlevant. Racine trouve l'altitude parfaite de la tragédie."

Mr Banks may, however, have misunderstood the essence of Maurcel's attitude: what the latter seeks is not in "not just", but rather to sentimentality. For, unlike most of us, he rejects cliché, platitudes and affectations: he is what he is. Nor do I feel Mr Banks wholly

A cry for help

Roy Blatchford

The Disruptive Pupil in the Secondary School. Edited by Clive Jones-Davies and Ronald G. Cave. Ward Lock Educational £1.95. 7062 3457 X.

Contemporary media present our society in a state of chaos and flux. Can schools do other than hold up the mirror to social change and decline or should they, as Dr Arnold would have properly contended, insist upon the sacred law of the school situation? The delays among teachers and social officers that allow the troublesome seven year old to become the social wreck-off at 16.

Establishing the brief of this role-play is a fractious question. In "The role of the supportive services" John Stroud asks to what extent teachers should realistically make use of the diagnostic, advisory, supportive and therapeutic skills of the clinicians in dealing with pupils. Given that no service is to get any more help, how can it best maximize the resources that exist?

Recidivism, it appears, is the wasting disease in some schools. Contrary to Brian Davies's claim, the words "the disruptive child" are to be heard in staff-rooms—and teachers should be familiar with this study. A feeling of watching and waiting pervades.

What then qualifies as disruptive behaviour within the classroom? An anecdote, yet one man's disruption may be seen as another's peak teaching experience. Disruption can be instigated by ambition or frustration on both and, as all the

remain sharply divided on certain issues, and solutions depressingly distant.

In the opening chapter, "An overview and definition of the problem," Clive Jones-Davies evaluates the dichotomy between the adolescent's social and economic standing inside and out of school. In an era when all is called in doubt, when traditional legitimacies are publicly challenged, when older no longer means wiser, may seek peer acceptance in "disruptive" behaviour, be it on the football terraces or in the school corridors.

Disruption is a cry for help from a generation who are the victims of unparalleled freedom: underlying the bland affluence of children's lives there can be great emotional deprivation. Anne Jones, headmistress of a large girls' comprehensive, writes in "Coping in the school situation" of the delays among teachers and social officers that allow the troublesome seven year old to become the social wreck-off at 16.

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Which comes first?

Guy Neave

Aspects of Educational Change. By Ivor Morrish. Allen and Unwin £4.75. 04 370069 1. £2.35. 04 370070 5.

There are not a few areas of study where the more work is carried out the more confused the issue becomes. Educational change is just one, although the combined weight of papers, books, essays and pamphlets on this topic would make a coilla bleach. The proliferation has been particularly pronounced over the past decade.

The real problem emerges at the level at which change is suggested, in that education systems are capable of gradual self adjustment to the changing attitudes and mores of society. Change, according to this ideology is a natural and organic part of social development. This we might call the "biological fallacy". It is, in effect, the transposition into the educational context of that aged medical theory that equates the evolution of the state and its members to the functions of the human carcass. In place of the body politic we have the body educational. According to this view, development is seen as an inevitable, inexorable process, slow, certain and—if not Fabian in his approach—non at least imbued with a goodly dose of Burkeanism.

Over against this particular ideology has another. It, too, relies to a certain extent on the biological analogy. But, whereas the first is heavily fortified with a massive dose of optimism, it adheres to the pessimistic view. Organisms without continuous external stimulus, it argues, and those without control are apt to revert to their original

state. It is, in short, a homeostatic interpretation. From here it follows that if education is to be effective it requires the institutionalization of innovation, feedback and evaluation.

A German Garland

Guy Neave

The Oxford Companion to German Literature. By Henry and Mary Garland.arendon Press £10.00. 0 19 866115 0

In the opening sentence of the preface Henry and Mary Garland acknowledge "the tradition" of the Oxford Companions to Literature as the shopping force behind their own editorial activity. For those who like the formula, here in a single alphabetical sequence are all the primary facts about German literature which the editors feel should be available at first call, supplemented by further facts about the influence on that literature.

Thus just as "Harvey" (the grandfather of the Companion) gives "Shakers" next to "Shakespeare" and "The Wealth of Nations" next to "The Wraith" of the Grass, so Garland's formulae vary in all kinds of authors, titles, genres, formal literary terms etc, with a mass of unexpected but useful details on anything from monarchs and politicians (Adenauer and nearly a dozen Ludwigs) to current society and state proclamations.

The volume also includes extensive coverage of Old and Middle High German literature and an unusually large number of entries for titles and first lines of poems. This procedure enables the editors to bring out the close association between *Liedik* and *Lyra* in German literature, many references and articles being given to composers of music. ("Aber Abscheu, wer die Mitte der *Harzreise* im Winter even gets on entry because it is the singer's first line in Brahms's "Alto Rhapsody").

A fairly brisk comparison with Horvey's Companion to *English Literature* suggests that Garland provides a rather more extended treatment of its subject—not through a greater number of entries (much as through longer descriptions (Hölderlin, for instance, is given more than twice the space that Harvey gave to Keats; the literary influence of Freud—common to German and English—is much more fully expounded, and so on). One also gets the impression that the cross-referencing in Garland has been deeply considered and that a conscious effort has been made to supply a mechanism for the user to fill out the details of a substantial

area of knowledge by tracing interconnected chains of reference. (Building up the first idea of a period or genre through such a patchwork method can often make a more lively impression than following the neatly ordered sequences of introductory textbooks.) Needless to say, though, single-volume Companions (even such as this) cannot be expected to serve more than a preliminary reference purpose, and Henry and Mary Garland, like their colleagues in the Oxford list, have no illusions about providing more than a hint of the bibliographical or critical depths of their subject. For this reason, one regrets that more could not have been done to direct the reader towards a second floor of material.

Admittedly the provision of additional information about secondary sources would have placed very many emphases on editorial space and might have raised individual questions of selection; nevertheless, such a practice is not impossible—as the Penguin Companion has shown—and it cordies with reference work of first call into a signpost to further exploration.

Kafka on trial

Graham Hubbard

On Kafka: Semi-Centenary Perspectives. Edited by Franz Kamm. Elek £5.95. 236 4050 4.

Kafka is one of the most difficult writers to interpret. The remarkable concentration and density of thought in his work, together with an epistemological scepticism which finds expression in a deliberate and systematic ambiguity makes any single (and hard-won) interpretation seem one-sided. Criticism, where Kafka is concerned, seems to fall short.

This particular study is a collection of nine essays by scholars of German literature which, according to its editor, endeavours to go some way towards dispelling some of the familiar problems about the writer's work. As such, it cannot be said to be entirely successful: its contributors are by no means in agreement, and no consensus is achieved. The most valuable essays are the exegetical and textual ones: such as Walter H. Sokel's Freudian and existentialist insight *The Trial*, Christian Goodson's analysis of *The Great Wall of China*, and J. J. White's examination of the endings and (as was frequently the case) non-endings in Kafka's fiction.

More peripheral, and less persuasive, are Anthony Thorby's attempt to find significant links between Kafka and Wittgenstein, and Franz Kamm's similar effort on behalf of Kafka and Einstein. The latter essay involves the claim that

Kafka's work constitutes, among other things, a critique of certain metaphysical doctrines which reveals itself indirectly through his "esoteric" and scientific method, i.e. the way he submits familiar assumptions about experience and reality to rigorous tests. While this is of course true up to a point, in my view Kafka's scepticism was more profound than the verificationist's; it went right down to the bone.

The most contentious, and thus perhaps the most interesting essays are those by J. P. Stern and Ronald Gray. Stern wishes to draw our attention to the social and political aspects of Kafka's work—he believes that these must be understood before we can tackle the metaphysical or religious implications—and he goes on to find in *The Trial* a prophetic fictional account of some of the main features of national socialist legislation and legal practice.

But such a view of *The Trial* is surely mistaken. After all, Kafka died a decade before Hitler came to power, while he actually had first-hand experience of the bureaucratic machinery of the Austro-Hungarian Empire. His point about institutionalization in our century was wider and more important than Stern gives credit for: it included, one supposes, democratic as well as fascist societies.

Finally, Gray, in an evaluative essay, holds Kafka to be less than a major writer primarily because a celebration of life is something that he can never permit himself, though Gray does not say why this proves a conclusive criterion. Fortunately for those interested in Kafka and in Kafka criticism, the other contributors to this volume presumably disagree with his assessment.

Hypotheses

Research Methods in the Social Sciences. By David Nachmias and Chava Nachmias. Edward Arnold £9.95. 7131 5901 4. £4.95. 7131 5902 4.

This book is an elementary introduction to the use of empirical methods in the social sciences. Research is seen strictly within the positivistic paradigm: gives a researchable problem, formulates hypotheses about it; selects a suitable research design; gathers data; carry out statistical analyses; make general statements that tend towards the establishment of general laws.

Within the limited framework implied the book will have its uses, although the ground has been covered adequately and, with less perspicacity elsewhere. One hopes, however, that most students of the social sciences will realize early that there is more to research methods than is dreamt of in hours.

Seamus Hegarty

Among this week's contributors

Roy Blatchford teaches English at Stockwell Manor Comprehensive School.

Andrew Currie lectures in law at Durham Technical College.

Marion Glesonbury is one of the contributors to *Writers, Critics and Children*, recently published by Heinemann.

Bernice Martin lectures in social studies at Bedford College, London.

Guy Neave is the author of *How They Fared*, a study of the results of comprehensive education.

Correction

Frank Newall's article on Waldorf schooling (TES, December 24) was a review of *Education towards Freedom*, by Franz Carlsson, published by the Lantern Press, Peredur, East Gwynedd, Susssex.

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Creation within creation

Robert Béar

Les Liaisons Dangereuses. Edited by P. M. W. Thody. £1.25. 7131 5499 3.

Britannica. Edited by W. G. Moore. £1.25. 5830 1.

L'Étranger. Edited by G. V. Banks. £1.35. 5850 6.

Studies in French Literature 14. 1 and 30. Edward Arnold.

If criticism, "a creation within creation", is, according to Oscar Wilde, itself an art, then few of the countless studies that appear every year would measure up to that definition. But academics should not, perhaps, be judged as artists: their purpose is no doubt to guide students and the general reader towards a better understanding of the masterpiece.

Of the three works reviewed here, Professor Thody's should prove the most helpful not only by the very nature of his subject, but also because of the qualities of his own approach. *Les Liaisons Dangereuses* belongs to the small group of

neglected classics. A novel in letter form of the eighteenth century, written just before the collapse of the ancien régime, it presents the reader with a maze of seductions, intrigues and counter-intrigues, attacks and surrenders in the battle of the sexes. As Mr Thody puts it "Les Liaisons Dangereuses is a novel which must be treated with the same kind of sustained attention and awareness of ambiguity which are normally reserved for difficult poetry."

The journey through that maze will undoubtedly be made easier by Mr Thody, who, on the other hand, brilliantly rejects the accusations of immorality, vice and perversity, for so long levelled at Laclos. On the contrary, he shows the novel as a tragic vision.

"Racine novel" he calls it, of a society—or rather a class, the aristocracy of Laclos' great art is most of us, he rejects cliché, platitudes and affectations: he is what he is. Nor do I feel Mr Banks wholly

whom we share similar passions, even if we do not as they do. Mr Thody has certainly made me want to reread *Les Liaisons Dangereuses*.

Mr Banks's task was not an easy one. The very last thing that could be said of *L'Étranger* is that it has an essay contained. And although this essay contains many of the most striking remarks, it does not seem to throw new light either on Camus or Merleau-Lucien. The student will find it useful to see *L'Étranger* related to the rest of Camus' work. I particularly liked Mr Banks' description "of an idyllic communion between man and nature, between man and man, the edenic quality of existence... as experienced and enjoyed by Meursault, until the fatal moment when he destroyed 'l'équilibre du jour'."

Mr Banks may, however, have misunderstood the essence of Merleau-Lucien's attitude: what the latter seeks is not in "not just", but rather to sentimentality. For, unlike most of us, he rejects cliché, platitudes and affectations: he is what he is. Nor do I feel Mr Banks wholly

To pass all understanding?

Michael Hurst on international politics

The International Political System. By F. S. Northedge. Faber £6.95. 571 11008 8. £3.25 11009 6.

The peace of God, in so far as it consists of peace between nations, does not pass all human understanding. The study of international relations can take us far on the road towards substantial comprehension of the ways and wherefores of well-nigh all aspects of public affairs.

To his timely and useful book Professor Northedge has laid bare the principal problems at issue in what he terms *The International Political System*—the corpus of ways and means employed in relations between states, singly or in groups. Quite rightly, he pours scorn on the corollaries of writers whose primo concern is with so-called "scientific" approaches based with "tortured jargon" and remote from the actualities of life. On the other hand, his insistence upon denouncing old claims for the existence of overriding laws of conduct and for the possibility of processing the course of history rationally is misplaced.

First, much depends upon the subtlety of the formulation of such "laws"; then, with so much making up history being subject to "laws" it is quite reasonable to suppose that what are actually offered as laws will be a rather strong imprint of their being; and he himself is at times a user of this very notion. Indeed his intelligent use of generalization over the nature of international relations goes far towards confounding his own denunciation.

When dealing with the present Northedge is both penetrating and balanced. He has a thorough knowledge and appreciation of what the problems facing nations actually are, and he discusses them with clarity and thoroughness. His aware-

ness of multi-course processes and the nuances of both diplomatic and war activity do him great credit. Like H. A. L. Fisher's "Commonwealth" for national politics, his is certainly a most informative and mind-opening performance in the international sphere. Just why peace or war occurs; just how nations calculate their interests and chances; how power balances work; how imbalances arise; how states attempt to settle their differences peacefully; how weapon technology affects our fate; and how the sheer mechanics of diplomacy actually work—all this and more provides much to admire and learn from.

Unfortunately, the other side of the coin does much to devalue it as academic currency. Muddle and inaccuracy abound in the historical sections through which we have to wade before reaching current affairs. Factual inaccuracy is as frequent as it is distressing, and while superbly alert to the shortcomings of would-be intellectual newcomers, Northedge almost wallows in ignorant exceptions of older fashioned political theorists, allowing the simplistic frameworks to lay low the sophisticated interpretations of past ages which must have occurred to a mind as good as his.

We are supposed to have arrived of our present system of international politics by several distinct stages. What are actually offered as evidence of this is a set of periodical past states or groups of states—Persia, parts of India, China, the Greek world—which, like Rome, were to a large extent allegedly virtual worlds on their own. To them international affairs are said to have been unknown. Yet the "Arthashastra" of the Indian writer Kautilya, written about 300 BC, is, on the professor's own admission, something of a Machiavelli's "Prince", and again on his own admission, Machiavelli is part and parcel of

the world of "Raison d'Etat" and individual states of which we are part. Rome and the other empires may have had war or "armed peace" with those without their frontiers. But much of modern life has consisted of little better. The fact is that in attempting to link the emergence of modern international affairs with conscious ideas of one sort or another, Northedge confuses means with ends, and ignores the geography of which he later makes so much.

In treating of nineteenth and twentieth-century history the Professor is guilty of numerous solecisms—many of fact. Modern Italian history would appear to be a weak spot with him, and his views on the Royal Navy, and vital aspects of French, German and Russian affairs leave a lot to be desired. If Germany did lose the First World War, why was Versailles ever concluded? Northedge claims she was not the loser, then asserts she lost "by an act". But losing is losing however it comes about, and he is again self-contradictory. Far worse though is the claim that nineteenth-century Europe had no time for militarism.

One great truth is none the less maintained and engraved with great skill on both sides of this international coin—and that is the supremacy of politics. Economics, social forces, religion—all are subject to a strong political process, though themselves vital in the formation of political trends in the great world scene and the inter-relationships of states. Politics are the means for intercommunication. Without them trade and industry cannot prosper and export in and out of particular territories would be the great facts and groupings are collectivities of governments, not of limited liability companies, social organizations or churches. Quite unconsciously the world praxis, although themselves vital in the formation of political trends in the great world scene and the inter-relationships of states. Politics are the means for intercommunication. Without them trade and industry cannot prosper and export in and out of particular territories would be the great facts and groupings are collectivities of governments, not of limited liability companies, social organizations or churches. Quite unconsciously the world praxis

Children's literature

Life styles

Marion Glastonbury

The Country Mouse and the Town Mouse. Retold by William Stubbs. Pelham Books £2.75. 7207 0828 1. Fred's Dream. By Anna and Janet Ahlberg. Collins £1.50. 00 138061 3.

Hannah. By Imogene Stubbs. Deutsch £2.25. 233 96752 4. The Post Office Cat. By Gail Hulley. Bodley Head £2.50. 370 10758 6.

Worlds of Yesterday series. An Obv. of Benin and A Prince of Ialom. By Carol Umker. Macdonald and Jane's £2.50 each. 356 08179 6 and 08178 8.

Characters in fiction often go from rural simplicity to urban sophistication and back again, choosing home-grown herbs with home-made music in preference to convenience foods and hi-fi. This was horribly a suspenseful story-line in Aescop's day—said it has not galloped in dramatic tension since.

William Stubbs finishes it off as an eastern agent's dream. At least in the Beatrice Potter version, Timmy Willy's retreat was a bit scruffy, a bit boring. Hero plain living is represented by a Porcelain piano and a Habitat kitchen; the

any entanglements of the text is contained in the chapters, and the straight from *Homes and Gardens*. I don't believe for a moment in the battle of the lifestyles, but it's a passable adventure story, with narrow escapes from a dog, a cat and a wandering why not must gift

illustrations are so often drawn to three murals; graphic originally hunched in parvative form. The Brick Street series belongs in the genre *Cheerful Vulgarity*. Fred's Dream takes him from a busy urban classroom to a certain world of oxen-horn slippers. "Some Indians and some old grannies and some garrillas" attack Wembley. Fred scours all the girls in the Cup Final, until climax of his teacher which waves music to Maurice Bendak's Night Kitchen.

to this about the girls take care but the boys out them, while the girls' sole part in the football is busy in make shirts and socks. One can hardly be mad as a sexless in 1977 so perhaps Mr and Mrs Ahlberg are doing it on purpose.

Hannah is Fred's opposite, neither cheerful nor vulgar, indeed these two dreams of pose exemplify the traditional divergence of male and female preoccupations. While muck-heraldic Fred, at the height of his imagination, imagines his act and public glory, Hannah, narcissistic seven year old in a idyllic landscape, wrestles with personal relationships. A magic feather enables her to transform her family into animals, but, after dressing up in her mother's clothes, she realises crude and Fred make head seem humblerless; they need no other.

The *Post Office Cat* is more a statistical and curative acknowledgement to archivists, plus a bonus note on infestation by vermin in the late nineteenth century. The imaginary career of Clarence is seeks his fortune in London as a fish employment protecting his boss, backs affectionate picture a Victorian, however, robe, cat, interiors, sharp-fronts and decorative jampers.

As its title implies, *Worlds of Yesterday* is a far more ambitious historical project. In the midst of most of us, an icon civilisations who Europe are represented by a large hole. Carol Umker sets to fill this with two books (the first in a series) which recount the adventures of boys from England and Benin, with maps of their respective empires, an author who has more extensive knowledge of the style of the period.

It is both more attractive and more exciting than it sounds. The figures are a little too sculptural, but it could be argued that some transparency makes a welcome change to the usual artifice of the period.

Both may be warmly recommended to all teachers and parents who wish their children to know more about the Third World than the claim that we discovered it.

Paperbacks

Recycling our thoughts

How the other Half Dies—the Real Reasons for World Hunger, by Susan George (Penguin £1.00, 14 02 2001 1). A collection of reports anyone remotely interested in over 500 million people who live in "absolute" poverty, and are kept there by an alliance of the local flesh and powerful Western interests—some well-meaning but wrong and others profiteers. Susan George explodes the myths which enable us to blame poverty on the poor, blaming, for example, that a high birth rate and hunger are both products of poverty—one does not cause the other. The cause? Social injustice, manifesting through the land tenure system. Read how—and what can be done.

Catherine Basham

The comprehensiveness of Robert Arvill's *Man and Environment* (Penguin £1.25, 02 0889 3. Updated fourth edition) is both its

main asset and its weakness: there is more breadth than depth. The book surveys the wide spectrum of natural resource and man's impact on them, pointing out the danger of overpopulation and exhaustion. While dealing more with "natural" than with the urban environment, it emphasises that most of the landscape is man made; it is controlled, preserved or enhanced or destroyed by man.

The book is less convincing in showing how man's environment can be achieved but provides a good guide for anyone interested in the environment: it outlines and criticises the British town-planning system, gives examples of good environmental planning and lists institutions that are involved in improving the management of the earth's resources, in Britain and internationally.

Sebastian Leew

Underdevelopment and Development — The Third World Today, edited by Henry Bernstein (Penguin £1.25, 14 08 0723 3). Development theorists are more easily understood when they provide a little history before launching into idiosyncratic abstraction and theory. Solid, accessible observations on Indian workers, Chinese peasants and Senegalese bureaucrats characterise the best of 21 diverse and mainly radical essays first published between 1960 and 1971. Together they form an assault course in Third World studies, and those who complete it with perception enhanced and powder dry may wish that they could rescue the editor, whose intuitive skill in assembling the collection is sadly offset by an arid and windy introduction. Eco-nota: recycled essays—why not recycled paper?

William Clegg

By the people

Electoral Systems. By Enid Lake-man. Workers' Educational Association 35p. 0306 3097.

This is an excellent example of background notes on social studies. Miles Ackerman gives a concise, but remarkably comprehensive, account of the development of the British electoral system. She reminds us

that the franchise was not always so restricted as we are accustomed to imagine. Her account of the several alternatives to our "first past the post" system is fuller than usual; the varieties of proportional representation practised in Bolivia, Germany, Switzerland, Eire and Northern Ireland are described; and the probable effects on British party strengths of different methods are illustrated. "Proportional" practice is appraised in order to show

that proportional representation, is not wholly foreign. Comments by political parties are appended: it will be no surprise to be told that the Liberal and Celtic nationalist parties favour a change. But a fundamental question seemed still unanswered: since the major and national parties are coalitions, need artificial attempts be made to secure representation of all opinions?

Andrew Currie

Train to work

The Trainable—Mentally Retarded. By Thomas A. Burton. Charles E. Merrill. \$18.15. 675 08591 8.

In America severely retarded children, in our ESN(S) category, are styled trainable as opposed to educable. This book is a text for those

training to work with these people, be they children or adults. As such it fulfils an important need, since there has been a dearth of relevant training material.

Burton offers an overview of recent and current practice in the field. Early chapters concentrate on definitions and the general background to training programmes for

the severely retarded. The problem of assessment is extensively discussed. The key issues of what to impart and how are considered in chapters on curriculum and on training activities. Further chapters consider: some of the reasons for the severely retarded being raised in the family and in adult life generally.

Seamus Hegarty



The case for regarding David Hockney as Britain's most important living painter grows stronger as time goes on. "David Hockney by David Hockney" (Thames and Hudson £10.00, 0 500 09108 0) offers a catalogue of his work and provides the kind of background information which scholarly essays would almost inevitably rationalise away. Not that it doesn't have its own scholarly component: while the bulk of the book consists of taped conversations which have been seamlessly edited by Nicole Stangos, the first section contains an illuminating essay on the development of Hockney's work by Henry Geldzahler, curator of twentieth century art at New York's Metropolitan Museum of Art (and, incidentally, the subject of one of Hockney's major motifs). The painter's own "text" is a fascinating combination of reminiscence, criticism and analysis. The work produced above is entitled "Great Britain and Glew with Broken Head from Thebes"; it was painted in 1963.

Michael Church

Assessment, counselling and decisions for life

ALUN BUTLER looks at materials for careers guidance

Prospect 16-19. Careers education course. Sets of five copies for five issues, £10. Personality Card game £4.95 plus 40p postage. Published by Careers Consultants Ltd, 20 Faubert's Place, Regent Street, London, W1.

Careers guidance is a process involving a number of separate parts—information, self appraisal, orientation, placement, counselling and follow up. Careers education is a means of implementing these parts in the curriculum. So guidance is an umbrella term, not synonymous with advice giving. Indeed it is more concerned with encouraging students to ask the right questions than to provide the right answers.

Prospect is designed for use with students in the first and second years and in further education. It is tempting to dismiss Prospect III as being in the same vein as Prospect I and II, which felt to stimulate or challenge young people. It could be used in the classroom without involving the students in changing their behaviour. Nevertheless it does provide information: general information about careers with O and A levels, a section on qualifications and abbreviations, and a one-page look at training in banking.

The list of 30 polytechnics and 52 universities underlines the range of choice, but for the sake of accuracy one would have preferred to see the Welsh university colleges allocated to the University of Wales. Food technology is given one page, as is the topic "Why read for a degree", and an article on professional opportunities.

As with Prospect I and II there is an unequal allocation of advertisements to editorial—only 12 pages of text out of 26. This edition is superficial. Sixth-form students are capable of working at greater depth than this magazine implies. It would have been encouraging to see exercises in self assessment, relation ships, decision making and community awareness as themes throughout the course, not confined to issue 4 and 5 in March and May of 1977.

This publication should be styled "The Careers and General Studies Course for 16 to 19-year-old Students" is disturbing enough that it should claim to be "self motivating" with an emphasis on challenging students to think independently. It is essentially a career-centred, traditional lesson material.

Personality, in contrast, is anything that Prospect is not. It is based on the idea that we learn more self-awareness from the reactions of other people than from introspective exercises. It also capitalises upon the peer group as a counselling aid. There is nothing superficial about this game; it is stimulating, challenging, penetrating and even fun.

The teachers' manual defines three objectives for Personality; it should enable a student to collect information about himself, about the other players, and about the world to which he lives. Not everyone would wish to use all the cards when the game is played. Certain cards may seem inappropriate for some students, but students may be less inhibited about discussing some of the topics than adults.

Apart from its value in promoting self understanding through group interaction in school or college, this game could be helpfully played in the workplace to help develop an effective group. There is little doubt that it can provide real learning for the participants. Personal growth becomes a likely rather than a possible effect. The price seems high, but the material is good.

If there are two approaches to careers guidance discernible at the present time—one adviser-centred, and the other client-centred—these publications state the extremes. Careers Consultants Ltd or clearly not to be identified with either approach at this stage.

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Jaunts in the capital of naughtiness

by Tony Howarth

Paris 1900. Compiled by Ann Mee. Two filmstrips, two cassettes, teachers' notes, £10. Visual Publications, 197 Kennington High Street, London W8.

As every Englishman knows, Paris is a naughty city. You can see, so I'm told, more extraordinary sights in Copenhagen, Stockholm and Amsterdam; and parts of Hamburg are said to be capable of coping with customers by the conchoidal.

But for sheer outrageous Paris has always had them, so to speak, licked. Englishmen may go to Brighton or Copenhagen or to Paris for a jaunt, but whereas a couple of nights in Brighton or Denmark are a dilly, a weekend in Paris is naughty. The French capital is where the Englishman believes his libido lives.

It was just the same in 1900. Loubet was President of that unlikely Third Republic, the hopeless Dreyfus was still the focus of all the malice of French politics, anti-Semitism festered openly, and

the English were thoroughly unpopular. The Great Exhibition was luring provincials to the metropolis. Nicholas II turned up in an open top with Alexander III, Mar Neuveau was in Cologne was starting to scribble. Rindin, Laurec, Debussy, Bernilindt, Zola et al were doing their thing.

The two filmstrips and cassette of Paris 1900 describe all that, and much else. The ooze still rode of naughtyness—from the hard-drinking "blanchisseuses" to the "cocotte", Skittles, riding in the Bois without her knickers.

Astonishing things went on in artists' studios; there's a delightful map of Lautrec and model posing for the camera—the, nude, holding an assagai, and he with his hat on. Postcards show Clara Ward (later the Princess de Caraman-

chmay in rudo and revealing "fleshing") and La Gnaute flushing her delicious bottom to the work. Aon Mee's 12 page booklet of notes on the strips is usually informative, though sometimes her prose is hard to swallow. To call the Opera "very Imperial" in style is permissible; to say that the Eiffel Tower was "rather democratic" is to make meaningless an already overburdened adjective. She also talks about "decadence" without ever defining the term—although one gathers that Oscar Wilde, homosexual and going to Bournemouth was somehow connected with it.

As we say farewell to Paris (the last frame of the second strip really is shot of the sunset behind Notre Dame) the level of profundity sinks pretty deep—"We must never forget that everybody's present, is going to be someone else's history." Nevertheless, if you have a sixth form with a sense of humour and a feeling for a fine pair of buttocks, you could do worse than buy them this little pack for the New Year.

How the dinosaur died, and other stories

by Michael Torbe

The Skeleton Book and Dolphins / are self-explanatory. The books are all American in origin. First Days of the World by Gerald Ames and Rose Wylor. Dolphins I by M. Compare and The Skeleton Book by L. Livisadea and R. Dunne. Scholastic Publications Ltd, 111 Fulham Road, London SW3 6SW. £3 each set.

Each set in this series comprises one or two books, reading of the text on cassette tape, the least of the world is a sub-Fantasia version of the origins of the world, without the climate of most of the world grew

cold. Then the dinosaurs had a bad time. They lay down, stiff and helpless and went hungry. Millions starved. Finally, the last dinosaur died. And with it presumably the entire family of reptiles.

The other two books have the same feeling. The distinguishing feature of Skeletons is its monotony, and of Dolphins I monotony and an effusive cynicism. The standard of the tapes is consistent with that of the books. What the sense of the words, the delivery is identical in its flat, monotony, guaranteed to generate instant tedium.

Each set in this series comprises one or two books, reading of the text on cassette tape, the least of the world is a sub-Fantasia version of the origins of the world, without the climate of most of the world grew

cold. Then the dinosaurs had a bad time. They lay down, stiff and helpless and went hungry. Millions starved. Finally, the last dinosaur died. And with it presumably the entire family of reptiles. The other two books have the same feeling. The distinguishing feature of Skeletons is its monotony, and of Dolphins I monotony and an effusive cynicism. The standard of the tapes is consistent with that of the books. What the sense of the words, the delivery is identical in its flat, monotony, guaranteed to generate instant tedium.



Of the English historic cities, York must be one of the finest. Within the medieval city walls are narrow streets, half-timbered houses, elegant Georgian buildings, the superb ruins of St Mary's Abbey, and thirteenth-century Minster. All these are shown on Heorne and Jobson's excellent York wallchart, which also gives historical notes.

York was inhabited before the Romans came and made it a leading city in their Empire and capital of Lower Britain. In the eighth century it became a centre of religion and learning.

Henry VIII, apart from ruling the Abbey, held the King's Council of the North at York. For many years a centre for trade and government, in Georgian times York became a social centre. The Victorians brought railways and industry to the city.

Heorne and Jobson produce several materials about York, including a cassette about the Mystery Plays, leaflets to guide walkers around town and museum and other wallcharts. This one costs 50p plus 20p for postage and packing.

For further information write to Heorne and Jobson, PO. Box 52, York YO3 8FP.

Ethnic Eastern harmonies

by Colin Evans

Turkish music. Caprice CAP 1087. Music from Bengol. Caprice CAP 1088 (mono). Music of Rajasthan. Caprice CAP 1082. £3.89 each. Continental Record Distributors Ltd, 100 White Horse Lane, Ware, Herts, SG12 7PL.

The varied and interesting music in Deben Bhattacharya's latest collection of Turkish music falls neatly upon the European ear. Bhattacharya is well known in this country among folk music collectors for his recordings of ethnic music. These Swedish records continue in the tradition of well illustrated sleeves and careful documentation.

These are 11 musical examples, predominantly instrumental. They offer an interesting cross-section of the folk music played and sung in present day Turkey. All the recordings were made during the summer of 1972, and unlike so many other ethnic records, the technical quality is high. The extensive sleeve notes explicate and illustrate the traditional musical instruments, including the kemence, the baglama, the dovul and the may.

The key dominates the music of the Derivishes, and the record includes a lengthy but fascinating recording of part of a Dervish ceremony with slow hypnotic chanting, melancholy improvisations, and the characteristic rhythmic breathing of the participants. Some of the playing is of a high standard as some of the players are professionals. The record includes an exciting and energetic baglama solo. Music from Bengol is a somewhat more impressive production and includes a 15-page illustrated booklet. The text gives a brief social and musical history of the country and a description of the songs and the instruments. However, like the text of Turkish Music, it is entirely

in Swedish with no English translation; anyone with a basic knowledge of Bengol music will find little trouble in unearthing the basic points of the text.

The recordings seem to avoid the raucous howling of village women, although the ladies of Komarand are included. They have not improved a great deal. Far more interesting for European students are the several recordings of the Beul singers. These wandering minstrels have large followings in Bengal, and their music is influenced by Western culture. It is often a curious mixture of Eastern tunes and philosophies with western harmonies and rhythms. The songs are attractive, and would make an interesting introduction to the folk music of Bengal.

Rajasthan is in the desert region of India, and its traditions are among the oldest in India. Music of Rajasthan gives examples ofraga music, the recordings of which were made in 1962, but are still of considerable interest. The album concentrates on the music of the Bhilo of Rajasthan, more than two million in number, and considered to be one of the oldest aboriginal communities in India.

Slide one focuses on some of the village songs and dances, accompanied by percussion instruments. But while the music would be of interest to the specialist, it is hardly probably find the weary, repetitive groaning voices trying on the ear. Slide two is probably more interesting, as it gives examples of the painted ballads peculiar to the hills. Most of these are accompanied by boyed instruments, and the lyrics refer to an enormous scroll painting which illustrates heroic legends. As the singers tell the story, they illustrate it by sliding their lamp on the relevant part of the instrument. However, like the text of Turkish Music, it is entirely

Playing and learning exhibition

The Design Centre is running an exhibition of toys: "Playing and Learning" from January 11 to March 5. The centrepleas of the display covers all areas of play including "Stators" to stimulate the senses and early movement in babies; "Activity" toys, such as climbing frames; "Making and Doing" sets for children from ten months to eight years and a "Fun

and Games" section which includes more complex games for older children which encourage reading and counting. Ten to 12-year-olds may be interested in the more specialized equipment to encourage individual interests and skills. For further information from: The Design Centre, 28 Haymarket, London SW1Y 4SU.

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Nursery Education

Headships

LONDON, S.W.11
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 NURSERY HEAD (SAL 3,41 £3,069 to £4,449)
 A chance to enter community work, within the boundaries of a nursery school. The school is fully equipped with a fully staffed kitchen, a fully equipped play area, and a fully equipped outdoor area. The nursery is run by a Urban Aid worker. For application form and details see page 22.

Primary Education

Headships

CALDERDALE
ASSOCIATION OF HEADS OF PRIMARY SCHOOLS
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Other Appointments

HARROW EDUCATION COMMITTEE
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EXTRA

Film and video in education

A strategy for film

In this age of manipulated imagery the demand for visual literacy becomes obvious. By Gerard Melia

Major educational reports since the Hadow report in 1926 have been remarkably consistent in their support for education in the arts. The Spens Committee drew attention to "the greatest defect of the present system that boys and girls could not complete their secondary education having made virtually no contact with the traditions of the arts and crafts".

Norwood (1943) complained that the arts "have not received attention in schools which is due to them", and Crowther (1959) that "most 15-year-olds need to be introduced to the arts and given the opportunity to practise them. These are not the powers but the roots of education."

Despite such promptings, teachers of the arts have seldom been taken seriously. Schools Council Inquiry No 1 The Young School Leavers 1968 demonstrated significant differences in the priorities expressed by parents, pupils and teachers. Particular attitudes, firmly rooted in their own education, were expressed in vocational terms—boys and girls must get good jobs in the arts were relegated into the realms of hobbies, pastimes and leisure pursuits. New art forms could expect little encouragement to this extent.

Fortunately for film studies, the Newson report was remarkably unequivocal in its support. "We should wish to add a strong claim for the study of film and television in their own right as powerful forces in our culture and significant sources of language and ideas."

Despite this encouragement the current need for economics in education will demand an evaluation of the whole curriculum. No teacher of an arts subject must be surprised if his particular specialism is viewed for its "usefulness" and "vocational potential". Film studies will not escape scrutiny.

As progress in all arts studies ultimately depends on debate, experiment and honest appraisal of results, the need to justify oneself in relation to film studies could have a beneficial effect. All too often teachers pursue strategies of teaching unquestioningly. The need to question aims and objectives could precipitate a re-structuring of approach in screen education, particularly in the comprehensive school.

A glance over the whole area of film work in schools shows a variety of curricular contexts.

1.—Film studies as a subject in its own right—usually basing its work on "Image Education" and leading in CSSE, Grade 3 examinations or to GCSE/O/A level (AEB).

2.—A development of a photography course.

3.—A module in an English CSB syllabus.

4.—A contributor in an integrated studies course.

5.—A constituent part of a mass media studies course.

6.—An option in art departments.

7.—A section of a science syllabus.

8.—A component of an expressive arts faculty.

9.—A sixth year general studies one-term option.

10.—An option in a fourth/fifth year syllabus.

11.—As a resource in local studies and field work (photography, photo-play, etc).

12.—An after school club (film/photography).

This list is not exhaustive and in some schools the subjects will appear in combination of the above—photography course/film making/screen education. Many of these courses have been pioneered by teachers from other subject areas. One of the larger film study departments in London was started by a religious education specialist and many teachers of English have been instrumental in setting up substantial teaching units.

Science teachers, too, have made a substantial contribution to the development of film studies. If you are looking for a mark room in your school, take a careful look at the science faculty store room—the one with the sink and the enlarger in pieces beneath it.

The general provision for film studies varies enormously. Some comprehensive schools support a department of four teachers, a suite of rooms with complete viewing facilities, cameras, enlargers, darkrooms and a generous cupola allowance. Others consist of an enthusiastic teacher who borrows the geography room because it blocks-out and a careful look at the school's three other departments.

But whatever the circumstances in which the subject is taught, the central consideration of all film education should be the exploration of the visual image. Although the image has gained educational respectability in terms of visual aids

These figures suggest that teachers of film should see their work in the broader context of media studies. The British Film Institute has already published a series of monographs on light entertainment, electronic broadcasting, the news and football presentation.



Pupils from Little Ilford School, Newham, inspecting a rough cut of a film before the final editing. See "The language of images", page 25.

Teachers of film can make a substantial contribution by sharing their knowledge of the language of film. Cinema/TV is not a mechanical reproduction of real life but a conscious manipulation of

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Black and white 16mm optical sound films, each on two reels and lasting for about fifty minutes. Made by the Inbar University Film Consortium, these films are careful compilations from original archive newsreel and documentary sources, with a specially written narrative commentary. Each is accompanied by twelve copies of an eight-page booklet which gives brief background information and book lists.

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The visual revolution

An historical perspective by Stanley Reed

In remote 1926, when films were still silent and television an unconsidered blur, a preselect Board of Education in its official Handbook of Suggestions urged teachers to interest themselves in the growing influence of cinema on their pupils. Since most teachers at that time saw the Picture Palace as a symbol of decadence and a threat to educational values from a hostile world, their failure to respond is not surprising: what is surprising is that full fifty years later today's Inspectorate ought usefully repeat the message, with all the emphasis the contemporary situation demands, to a profession which has signally failed to adapt to the visual revolution. At least one of the reasons for this important failure is beyond my present scope, but certain identifiable mistakes made by those pioneer teachers who have sought to establish film and television education can usefully be pinpointed.

I was myself such a pioneer, working with colleagues in West Ham, with the backing of the local Inspectorate in the late 'twenties and 'thirties. There were doubtless other isolated activists, but it was not until after the war that a national organization, the Society of Film Teachers, emerged.

The post-war decade was one of optimism and new thinking about mass education: the secondary modern schools and reorganized junior schools were expected to evolve curricula and methods more closely related than hitherto to the needs and interests of children, while the extra year, the leaving age having been raised to 15, afforded room for curricular extension. Thus it was not unrealistic to suppose, at a time when cinema attendance had reached an all-time peak and with television just around the corner, that teachers and authorities might be persuaded that competence in the new visual "language" was a relevant part of a child's schooling.

The belief was encouraged by the early progress made. Membership of SFT grew rapidly and was taken up by a number of training college lecturers. A standing joint committee of Teachers in Colleges and Departments of Education, together with the training of teachers, accepted as a priority for the movement, was furthered by the establishment of a number of courses in Exeter, Dorset, Eastbourne and elsewhere.

The London Institute of Education, whose teaching adviser, David Johnston, became a governor of the British Film Institute, itself closely linked with SFT, was a prestigious ally. The Curzon Street Inspectorate held a series of internal seminars on film education. The NUT financed an annual film festival (film-making having become an established teaching method) organized jointly with SFT.

Within the society debate was mainly concerned with teaching

method, the systematization of training and the search for suitable film material, which for copyright and financial reasons was originally difficult to come by. This essential pragmatism was the main strength of the movement, but at the same time it rendered SFT vulnerable to the charge that it lacked a considered educational philosophy, although the basic arguments for film education were clear enough.

More seriously, teachers lobbied under the disadvantage, which damaged their credibility and undermined their confidence, that in film matters they were necessarily self-taught; universities, though a common source in film, the training colleges had an qualified lecturers. Thus the grassroots strength of SFT in its first decade was also its limitation.

By the early sixties a new generation had come to interest themselves in film education, most of them with a stronger academic background than the older teachers in the society (by now the Society for Education in Film and Television), and some with the benefit of American or continental experience. Their acquaintance with elementary education was in some cases limited, but they brought to the movement a concern for fundamentals, arguing for a rigorous self-examination by film teachers of their aims and assumptions.

Some of us welcomed the intellectual stiffening and hoping that the culture and academic standing of the newcomers would strengthen the movement through internal challenge and thereafter in the prime task of securing acceptance by the authorities.

The new debate, which came to centre on the problems of film criticism, was initially conducted in terms within the interests and comprehension of the average classroom teacher. Literary parallels, notably the Leninist arguments, were applied and, happily avoided, the culture of "hot" and "cold" English counterpart of Chomsky's *Chomsky*, spoke plainly. Teachers whose film reading had been limited to the few accessible writings in English of the forties and fifties, particularly those of the English, perhaps some Eisenstein, Manóvelli gained new insights.

But less easily assimilable ideas were filtering in from the structuralist debate and semiological advances, and these not only offered a much more aggressive challenge to English empiricism but were often propounded in the main languages of continental colloquy and a largely Marxist terminology, to most teachers both obscure and suspect. In any case the protagonists were by now highly critical of the preoccupation with theory; they saw SFT as distancing itself from the schools and prejudicing L.E.O. cooperation. Polarization reached

the point of an return when in 1969 a new general secretary radically changed the society's Journal. Screen, declaring in his first editorial that "theory is crucial" and emphasizing the relevance of revolutionary thought in the development of both film aesthetics and education. "Is there a kind of film criticism which cannot be taught unless teaching and education are themselves altered?"

Refusing to redress the balance within SEFT, the attempted teachers set up the National Association for Film Education in 1971. But although they attacked SEFT "almost totally indifferent to the needs of teachers working with children in the schools", they saw NAFE not as an alternative to SEFT but rather as a parallel organization concerned more with elementary than with higher education and rooted in classroom practice. Most of the activists in NAFE, among whom are many of the most advanced and experienced practitioners, have retained an association with SEFT.

Their problems have been almost wholly financial; the British Film Institute, currently underwriting SEFT to the tune of some £28,000 a year, has had little to spare for NAFE, which unlike SEFT has no paid staff and no publication budget. As for SEFT, it has made some welcome moves in recent years towards praxis, but remains strongest in theoretical and speculative fields, where its heart is, and in which its contribution is unique in British and curiously valuable.

Its current orientation appears to be dominantly Althusserian, understandably enough, since Althusser offers not only an attractive solution to a number of persistent Marxist dilemmas, but a long-term relevance in the problems of popular culture and cannot be discarded even by those hesitant to accept its basic assumptions; more immediately, however, it is my teachers appear to have converged around provides a sound basis for an assault on the institutions of establishment education.

The separate interests represented by SEFT and NAFE, at the moment irreconcilable, should be recognized as serving separate functions. Given the situation of the Film Institute, and a reallocation of monies to make NAFE viable, both bodies, far from curricular recognition is a common cause, should vigorously enter the arena of educational "debate". Screen studies are easily dismissed as a soft option; yet the arguments for their centrality are powerful and need once again to be marshalled and effectively deployed.

Stanley Reed is a former director of the British Film Institute.

The language of images

We want to develop an understanding of the kind of cultural artifact that film is writes Terry Norris



Still from "Zabriski Point" used in the Image Education course.

The image education course at Little Ilford School, Newham, is just part of the work undertaken by the film studies department. Our work is established throughout the school which has about 1,400 pupils.

First and second-year pupils follow a course in image education (one period a week); third-year pupils, a course in television studies (one period a week); fourth and fifth-year pupils, a CSE course in film studies (one double period a week); and the sixth form an O/A level course in film studies. In addition we operate three separate courses in photography up to A level.

Personally I believe it is absolutely vital that the development of a critical attitude to the media becomes one of the principal objectives of the school curriculum. It is unfortunate that in the past many teachers appear to have regarded their function was to "inculcate" in their pupils an "infectious hostility" where the media was concerned. It would appear, thanks to the work of organizations such as the National Association for Film in Education, that attitudes are now changing and more and more teachers are seeking to develop the kind of critical awareness that is required and the Every day we are confronted with countless images in newspapers, magazines, on hoardings, and all play an important part in our lives. With their messages—both explicit

The impetus for introducing a first and second-year course in image education came from a disappointment in the standard of basic literacy shown by students in the fourth and fifth years who were following a CSE course in film study. Quite often we were asking students to take part in a debate when they did not have a grounding in basic film language.

Part of the problem with studying film lies in the fact that, unlike virtually all other subjects offered by the school curriculum, it is in an embryonic stage of development. Thus, while many other courses would cover a period of five years, we were asking students to squeeze an equivalent amount of work, of a frequently higher standard, into a shorter space of time.

We thus set our overall aim to be the provision of a foundation course in image/film study and we based our course on three important elements carried out over the last few years. The first is a paper by Jean-Pierre Galay entitled *An Introduction to the Language of Image and Sound*. Galay's principal objectives are to teach the student to express himself through images and to allow the student to understand the language of image and sound.

The methods through which Galay sees these objectives being fulfilled are a combination of practical exercises (drawing, photography, film recording) and essays in the reading and use of images (analysis and explanation of images, photographs and films, television broadcasts, advertising).

This paper by Gaudier is an analysis of a set of images some of which are unsuitable for contemporary school students. The value of Gaudier's work, however, lies in the fact that his method can be applied to images other than the one he has chosen. For example, the questions he raises about the culturally determined reading of an image can be asked of other images.

(The image Gaudier uses is a close-up of a small boy of about 10 years old. The boy has tears in his eyes and it is not clear from the information in the image exactly where the boy comes from. Jones describes the copyright regulations as "one of the greatest setbacks to film education in Britain".)

My concern is with the importance of looking at the context in which these images spring and at the background of the people producing them. We won't, through the work of the department, to develop an understanding of the kind of cultural artifact that film is, in terms of technology, production, consumption, ideology, and to introduce a descriptive and critical discourse whereby film may be discussed and analyzed.

Each member of the department, through the course itself, both himself and the students, is teaching. We will be better placed to judge the value of the course when those who are presently taking it are in the fourth and fifth years and come to use their film vocabulary in the CSE course.

The overall aims of the course are (taken from Galay): to teach the child to express himself through images; to give his thought visual expression; to order the image content of his thinking; to allow the child to understand the language of images in the work of others; to train the child's critical judgment in response to the image; to enlarge and focus the child's vocabulary in line with his visual experience.

Full details of the first two terms of this course are available in the 51-page booklet *A Study of Film* edited by Ernest Millington and Terry Norris at 11 from Newham Teachers' Centre, New City Road, London E16.

The first term's work is planned around analytical and practical exercises focused primarily on the still single image. It consists of 16 lessons of work. The second term deals with sequential images. The aim is the development of the notion of narrative structure, of an awareness of causes and their consequences and an ability to organize them and of grasping relations between two or more successive images.

continuation from previous page graphy the pupils will use Polaroid cameras and 35-millimetre cameras, and at the end of the course groups will be given the choice of making their own film, using slide-tape or cine.

"This could be expensive if not carefully controlled", admits Mr Lloyd-Jones. Black and white prints might be processed within the school but not colour or cine. Two minutes of cine-film costs more than £2. But a professional photographer would regard as normal could be greatly reduced. It is impossible to estimate running costs for this course, but the pilot project cost less than £100.

"Understanding Picture and Sound", Mr Lloyd-Jones says, was designed to be flexible and some teachers may prefer the analytical approach to the production aspect of the course. There is plenty of material for film and television criticism, for consideration of visual techniques of influencing viewers, for discussion about the social implications of the media, genre in film-making, narrative in the film, and the film as a reflection of cultural change.

We wish to beware of naturalizing the conventions of plot and narrative and so, later in the term in particular, exercises are devised around associative and non-linear image sequences, and multiple images.

Terry Norris is head of the film studies department at Little Ilford School, Newham.



Two classic films are used to illustrate the themes of the course—*Great Expectations* and *Papicho*. A book of stills of *Papicho* has been published and both films, Mr Lloyd-Jones considers, are ideal for analysis.

But the film industry still maintain a rigid attitude towards copyright and no exceptions are made for the release of film extracts for educational purposes. Mr Lloyd-Jones describes the copyright regulations as "one of the greatest setbacks to film education in Britain".

Reproduction rights were granted to the makers of "Understanding Picture and Sound" only on the understanding that the package would not be used outside the Dumbarton division of Strathclyde. It will not be possible for the package to be made available to schools elsewhere, even in the rest of the Strathclyde region, until rights are renegotiated with the film industry.

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camera talks

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Don't fry the specimen

R. C. Vernon on the making of scientific films

During the development of the "moving picture" in the early years of this century far-seeing people began to see the great potential of this medium, which at the same time invited the usual extravagant claims. "The live theatre will cease to exist", it was said, and apparatus to our subject, the remark is attributed to Edison that films would ultimately replace the theatre. Let it be said at once, that with films as with any other reaching aid, however sophisticated the equipment, in terms of teaching the principal agent always was and always will be the teacher.

For even in the early days side by side with the great commercial units which produced the epics, smaller concerns were making documentary films of a high standard, and some first class films were made bringing parts of the world, hitherto unknown, to the mass of people who attended cinemas regularly before and in the early days of television.

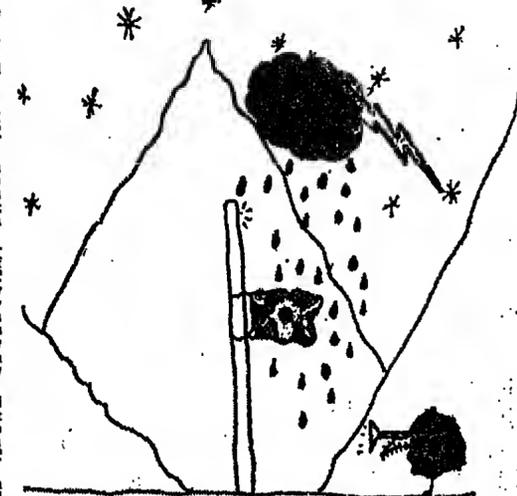
Such films, particularly those showing explanation or natural history subjects were shown from time to time in schools. Few people who saw them gave much thought to the cameras which were used, only more than the great television viewing public does today, but only a photographer of today looking at the camera developments of the past with great respect for the pioneers.

Not for them the variable-speed silent electric motors turning the

different techniques, but the lure of the space trip or the crashing plane is not easily resisted. Actual filming is a comparatively simple business, taking a couple of hours. Although Mr Shepherd is there to provide advice, film makers are quite able to operate the camera themselves. With film for the evocative production costing less than £10, it is hardly an expensive operation.

Mr Shepherd may describe film making as just one more of the techniques being taught among a wide variety of crafts. But its great popularity tends to belie this a little. One reason for its drawing power is undoubtedly that a great deal of children's television consists of animated drawings. "And they really develop a critical eye. They come in the next day and discuss how some particular problem was solved, or how they showed money by shaking the camera to show an explosion instead of having to draw it all."

And children have always been fascinated by cartoon films—I still am," says Mr Shepherd.



Part of one of 260 drawings needed for a film lasting half a minute.

Scottish Central Film Library

Advertisement for Scottish Central Film Library. Includes text: 'Buy our NEW film catalogue containing more than four thousand film titles', 'We'll give you one year's FREE membership of the BIGGEST Film Library in Britain (save £2.16)', 'Send £2.00 for your copy today - we will send with your catalogue a form for FREE membership'. Address: 16 Woodside Terr, Glasgow G3 7KN. Phone: 041-332 9988.

PRIMARY Deputy Headships continued from page 22

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COUNCIL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE

LONDON
HILA
VAUXHALL COLLEGE OF
LEARNING AND TEACHING
EDUCATION
DOLINA STREET, LONDON SW8 2JY

LONDON
ACTION TECHNICAL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE

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THE UNIVERSITY
UNIVERSITY LIBRARY

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WARWICK
UNIVERSITY

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UNIVERSITY OF EXETER

TECHNICAL COLLEGE
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Application form and further particulars, returnable within 14 days, may be obtained from the Senior Administrative Officer at the college.

THE OPEN UNIVERSITY

Summer School
Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 9 July and 3 September.

Tutor Posts in the Faculties of Arts, Educational Studies, Mathematics, Science and Technology

There will be a careful number of TUTOR posts in the following subject areas: Art history, Architecture and Design, Drama, History, Literature (the Novel), Music and Philosophy, Urban Education.

Mathematics: courses coded M100, M201, M202 and MST281. Biology (all sub-disciplines including Genetics), Chemistry (organic, inorganic and physical), Earth Sciences and Physics.

Electronics and Electromagnetism, Instrumentation, Elementary Mathematics (for technologists), Materials Science Technology, Systems (design, planning, implementation, management, analysis, modelling of social or technical systems).

Tutor Posts in the Faculty of Social Sciences
D101 - Making Sense of Society
Tutors qualified in one or more of: economics, geography/town planning, politics/international relations, psychology, sociology; to teach in one of the three interdisciplinary modules:

COLLEGE OF TECHNOLOGY

TECHNICAL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE
TECHNICAL COLLEGE

GRIMSBY COLLEGE OF TECHNOLOGY

LECTURER IN
CATERING - GRADE I

Required as soon as possible, a teacher of professional catering and catering subjects. Applicants should possess recognised relevant qualifications and good trainee experience. Teaching experience desirable. Salary £2,781-£4,689, depending on qualifications and experience.

Application forms and further details from the Principal, Grimsby College of Technology, Hunt Corner, Grimsby DN36 5DD. Tel. 78922. Closing date 17th January, 1977.



FULL TIME TEACHER OF
SHORTHAND AND
TYPEWRITING

required for permanent appointment by a College in Central London

Knowledge of Pitman 2000 and New Era Smithard systems and some experience of teaching students whose first language is not English will be helpful. The post will be vacant from 18th April, 1977, but the successful applicant could take up duties some weeks earlier. It is convenient to liaise with the present teacher before she leaves. Salary negotiable according to qualifications and experience. Long holidays. Apply, in writing, with details of age, qualifications and experience to:

The Principal,
L.T.C. College of English and Secretarial Studies,
26-32 Oxford Street, London W1A 4DY

Resident or Non-Resident
Teacher - Remedial Education

up to £4,206 or £4,674 Woking

For Kinton—a large Community Home, with education on the premises, which accommodates 90 boys aged 13-18 on admission. Applicants should be experienced and qualified in Remedial Teaching and the successful candidate will join the staff whose aim is to ensure the boys are adequately equipped to cope with the working and adult community when leaving the caring environment of Kinton. This post would suit someone who is seeking a challenging and rewarding job as job satisfaction should easily be found.

Further details and application form from County Education Officer (VCS), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Tel. 01-649 8111, Ext. 278.

Area Youth and Community Officer

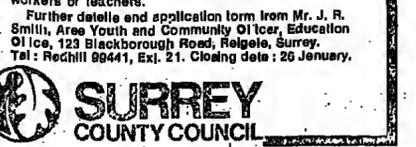
£5,304 - £5,868 inc. Leatherhead

To lead a lively new advisory team of two youth and community officers and eight other full-time staff. Applicants must be qualified and experienced youth and community workers, teachers or social workers. Further details and application form from County Education Officer (VCS), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Tel. 01-649 8100, Ext. 3190 (Mr. Corben). Closing date: 28 January.

Youth Leader/Warden

£3,888 - £4,710 inc. Banstead

Required, full-time, at Banstead Youth Centre which is the County Centre in the South-East Area of Surrey. This large Centre is only two years old and there is good attendance. The successful applicant will join a team of 10 youth and community workers in the area. Applicants must be qualified Youth and Community workers or teachers. Further details and application form from Mr. J. R. Smith, Area Youth and Community Officer, Education Office, 123 Blackborough Road, Reigate, Surrey. Tel: Recliff 99441, Ext. 21. Closing date: 26 January.



Royal County of
BERKSHIRE

TEACHER/WARDEN

£3,669-£5,229

Applications are invited from persons suitably qualified for the above post of Little Heath Comprehensive School. The person appointed will be required to carry out teaching duties for half their time. Candidates should state what subjects they offer. The Teacher/Warden will be required to act as Warden of the Little Heath Youth and Community Centre on three evenings a week and to devote two further mornings or afternoons to administrative work in connection with the Centre. A small amount of clerical assistance is available.

Further details and application forms available from Director of Education (VCS), Kennel House, 80/82 Kings Road, Reading, Berks.

YOUTH AND
COMMUNITY WORKER

£3,730-£4,200

Applications are invited from suitably qualified teachers or Youth and Community Workers at the Youth and Community Centre, Maiden Erigh School. The Centre is an integral part of the school complex and each of the extensive facilities of this site are available for Youth and Community use. The worker will work primarily within the age range 14-21 years. Initial lodging allowance and assistance with removal expenses may be given.

Further details and application forms available from the Director of Education (VCS), Education Department, Kennel House, 80/82 Kings Road, Reading, Berks.

Detached Youth and
Community Worker

£3,537-£4,008, plus £312 supplement

We want to improve our Youth and Community Service particularly to unattached young people in the Nottingham Inner City Area. We may need YOU!

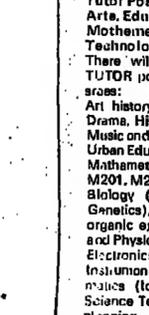
Are you able to encourage young West Indians, amongst others, to take part in meaningful leisure activities, offer an effective counselling service, work with community groups and statutory organisations in order to improve the quality of youth and community work in the area, initiate and develop new projects, take an active role in the departmental youth and community workers' team, work with a Support Group made up of members from ethnic minority community groups and local professional organisations?

Are you professionally qualified and experienced in youth and community work, able to work with ethnic minorities, able to demonstrate drive and initiative? If so, please contact John Boddy, Area Youth and Community Officer, telephone Nottingham (0602) 802418, for an informal discussion.

Application forms and further details are available from the Director of Education, Kennel House, 80/82 Kings Road, Nottingham NG2 7AP. Closing date January 19th, 1977.



Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7AP



WILTSHIRE County Council

EDUCATION DEPARTMENT CAREERS SERVICE CAREERS OFFICERS

- Salary APS/4 £2,922-£3,702 (plus £312 p.a.)
Removal expenses up to £500 in appropriate cases
Lodging allowance up to £10 p.w. for 8 months
Posts in a forward looking service in Wiltshire

Job descriptions and application forms from Mrs. S. O. Williams, Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. Please quote reference NA75 470. Closing date 21st January.



EDUCATION DEPARTMENT CAREERS OFFICER

£3,368-£3,702 + £312 p.a. supplement
Applications are invited from qualified Careers Officers who hold the diploma in career guidance or equivalent. The service provides guidance to pupils, students and their parents about careers and employment opportunities...

London Borough of Redbridge Professional Assistant

Salary SO1/2/PO1, £4,836-£5,847, including London Weighting and Supplement.
Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration...

GRAMPIAN HEALTH BOARD Senior Health Education Officer

Salary Scale 9, £4,008-£4,983 (+ £312 salary supplement)
Candidates should have a basic training in education, the behavioural sciences, community nursing or related professions and should have at least five years' experience which should include full Health Education duties or other relevant work at a senior professional level...

Health Education Officer

Salary Scale 4, £3,534-£4,344 (+ £312 salary supplement)
Candidates should have a background of teaching, community nursing or related professions. A qualification in Health Education or comparable practical experience in Health Education would be an advantage...

ADMINISTRATION Local Education Authority continued

WILTSHIRE
The Education Officer of the Education Authority is invited to apply for the post of Education Officer (Careers Service) in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the careers service in the Education Department...

HAMPSHIRE
The Education Officer of the Education Authority is invited to apply for the post of Education Officer (Careers Service) in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the careers service in the Education Department...

CHURCH MISSIONARY SOCIETY
TRAVELLING SECRETARY
The Education Officer of the Education Authority is invited to apply for the post of Travelling Secretary in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the travelling secretary service in the Education Department...

DEVON AREA HEALTH AUTHORITY
The Education Officer of the Education Authority is invited to apply for the post of Education Officer in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the education officer service in the Education Department...

HAMPSHIRE
The Education Officer of the Education Authority is invited to apply for the post of Education Officer in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the education officer service in the Education Department...

LONDON AND HOME COUNTIES
The Education Officer of the Education Authority is invited to apply for the post of Education Officer in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the education officer service in the Education Department...

OXFORDSHIRE
The Education Officer of the Education Authority is invited to apply for the post of Education Officer in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the education officer service in the Education Department...

WILTSHIRE
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The Education Officer of the Education Authority is invited to apply for the post of Education Officer in the Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JL. The successful applicant will be responsible for the education officer service in the Education Department...

Trainea Careers Officers

£3,268-£3,496 (while in training)
On successful completion of the course you will become a Careers Officer and progress to a salary scale of £3,496-£4,983 and points. All salaries include £472 London Weighting allowance and £132 supplementary allowance...

Details and application forms from The Education Officer (EO/Estab 2A/1), Room A18, Addington Street, Andover, The County Hall, SO1 7PB. Forms to be returned by January 25, 1977.

The British Council invites applications for the following posts:

English Language Adviser (Seychelles)

Ministry of Education and Social Development, Victoria
To evaluate and revise a primary and junior secondary English teaching course, advise the government on language policy and assist in training teachers of English. Degree in English or Modern Languages; post-graduate TEFL qualification; at least 5 years' overseas teaching experience and experience in curriculum development.

Lecturer in English (Zambia)

UN Institute for Namibia, Lusaka
To teach English to approximately FCE level; set and apply proficiency tests; develop ESI courses and materials; organise and run an English Language Laboratory. Degree, postgraduate qualification in TEFL/ESL and at least 3 years' overseas experience, preferably teaching adults and including some ESP. Salary: £4,589-£5,618 p.a.

Teacher of English (Chile)

Children-English Institute, Santiago
Single grade with TEFL qualification, aged 25-35. Salary: £3,732 p.a. Benefits: free furnished flat; medical scheme. Two-year contract, renewable.

R.S.P.C.A. Education Department

EDUCATION OFFICER GREATER LONDON AREA

Applications are invited from recognized teachers who are qualified in biological subjects to join the Society's Education Field Staff. Main duties include responsibility for humane education and associated project work in educational establishments within the area. Applicants should be good speakers and able to work on their own initiative and will be required to reside within Greater London.

HIGHER EDUCATION APPOINTMENTS

The Times Higher Education Supplement carries the largest selection of academic appointments. Serving the world with news of developments, etc., in universities, polytechnics and other higher education establishments. It is published every Friday and is available from your newspaper, priced 16p.

Sedgemoor District Council SPORTS OFFICER

(Grade S.O.1: £4,239-£4,545 plus £312 p.a. Supplement)
The Officer appointed will be responsible to the Management Committee for the management and administration of a newly built Sports Centre at King Allard Comprehensive School, Highbridge, Somerset, comprising a sports hall, two squash courts, gymnasium, playing field, tennis courts, etc.

Cambridgeshire County Council Deputy Area Education Officer

Applications are invited for the following posts: Deputy Area Education Officer for the Cambridge Area. which includes the Cities of Cambridge and Ely and the Surrounding Counties. Area administration presents an exciting challenge and the post offers excellent experience. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

Assistant Education Officer (Further Education) (HQ)

This post becomes vacant on 1st January 1977 following the promotion of the present post-holder. Duties include responsibility to Senior Education Officer (FE) for professional aspects of administrative work of Further and Higher Education and Awards. Salary scale PO2 (2-6) £8,057-£8,729 plus £312 supplement.

THE ASSOCIATED EXAMINING BOARD ADMINISTRATIVE ASSISTANT

Administrative Assistant for the General Certificate of Education (Readvertisement)
(Precise applicants need not reapply as they will be automatically considered)
Applications are invited for two newly created posts for ADMINISTRATIVE ASSISTANTS at the Board's offices at Aldershot, Hampshire. The posts are each concerned with the educational aspects and the administration of the Board's examinations to a group of subjects. The persons appointed will be required to assist the Administrative Officers responsible for one of each of the following groups: (1) physical sciences and biological sciences and (2) mathematics and technical subjects.

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ADMINISTRATION General continued

NATIONAL TRAINING OFFICER FOR NORTHERN

The Institute of Management Studies is seeking applications for the post of National Training Officer for Northern. The successful applicant will be responsible for the management and administration of the Institute's training services in the Northern region.

SCOTLAND

Applications are invited for the post of National Training Officer for Scotland. The successful applicant will be responsible for the management and administration of the Institute's training services in the Scottish region.

THE WOODCRAFT FOLK NATIONAL VOLUNTARY EDUCATION SERVICE

Other responsible for development and coordination of voluntary education services in the Woodcraft Folk movement. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

CITY OF LIVERPOOL EDUCATION DEPARTMENT PRINCIPAL EDUCATIONAL PSYCHOLOGIST

£7,435 to £8,075 plus £512 supplement
The person appointed will lead a team of 14 educational psychologists working in five teams with colleagues from other departments. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

DERBYSHIRE COUNTY COUNCIL

Applications are invited for the post of Deputy Area Education Officer for the Derby Area. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

THE ASSOCIATED EXAMINING BOARD

Administrative Assistant for the General Certificate of Education (Readvertisement)
(Precise applicants need not reapply as they will be automatically considered)
Applications are invited for two newly created posts for ADMINISTRATIVE ASSISTANTS at the Board's offices at Aldershot, Hampshire. The posts are each concerned with the educational aspects and the administration of the Board's examinations to a group of subjects. The persons appointed will be required to assist the Administrative Officers responsible for one of each of the following groups: (1) physical sciences and biological sciences and (2) mathematics and technical subjects.

PSYCHOLOGICAL SERVICES

1. SENIOR PSYCHOLOGIST (2 posts) to take charge of an Area Centre. SALARY: £8,489-£7,113 plus £312 supplement.
2. PSYCHOLOGIST (1 post) SALARY: £4,734-£6,660 plus £312 supplement.

Candidates for both posts must be qualified educational psychologists and for senior posts, have at least 10 years' experience. Informal enquiries to Dr. G. W. Herbert, Chief Psychologist, 29 George Road, Birmingham B16 1PJ. Telephone: 021-454 1168-9.

Application forms and further particulars from the Chief Education Officer, Administration Division, Margaret Street, Birmingham B3 3BU. Closing date: 21st January, 1977.

BOROUGH OF SOUTH WYKES

Directorate of Education EDUCATIONAL PSYCHOLOGIST

£3,900-£6,660-£312
The successful applicant will work under the direction of the Principal Educational Psychologist as part of a team of four Educational Psychologists. There will be opportunities to participate in the work of both the School Psychologist Service and the Child Guidance Clinic. Candidates should possess the following qualifications: an honours degree in psychology, a teaching qualification, not less than two years' teaching experience and successful attendance at a recognized Post-Graduate Training Course in Educational Psychology.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts: Principal Educational Psychologist, £7,435 to £8,075 plus £512 supplement. Deputy Area Education Officer, £4,734 to £6,660 plus £312 supplement.

Northamptonshire Educational Psychologist

Salary Scale £3,900-£6,660 (plus supplement £312 p.a.)
Applications are invited from fully qualified educational psychologists to work in the Authority's School Psychological Service. The appointed person will be based in Northampton, and will assume responsibility for schools both centrally and in the south-west of the county.

Northamptonshire EDUCATION DEPARTMENT

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST

£5,048-£6,972
Applicants should possess an honours degree in Psychology with suitable further qualifications and teaching experience. Application forms (see) and further details from the Director of Education, at the address shown below, to whom applications should be returned not later than 21st January, 1977.

Borough of Sunderland

CITY OF MANCHESTER EDUCATION COMMITTEE

Readvertisement
School Psychological and Child Guidance Service
Educational Psychologist
SALARY SCALE: £2,832-£6,972

A vacancy exists for a basic grade Educational Psychologist in a service which has recently been reconstituted. The service is a large, multi-disciplinary, wide ranging with significant developments in a major educational authority. In addition to the usual duties, responsibilities and opportunities of an Educational Psychologist there is a real opportunity for initiative, continuous professional development and a high level of job satisfaction.

Candidates should possess: a) an honours degree in Psychology (or equivalent), b) a teaching qualification, c) not less than two years' teaching experience, d) successful attendance at a recognized postgraduate training course in educational psychology. Payment of removal and lodging allowances. Casual Car User's Allowance (under review).

Application forms and further particulars from the Chief Education Officer, Education Office, Crown Square, Manchester M90 3BB. Closing date: 31st January, 1977.

